MANAGER HEIJI - PERSONAL USE ONLY

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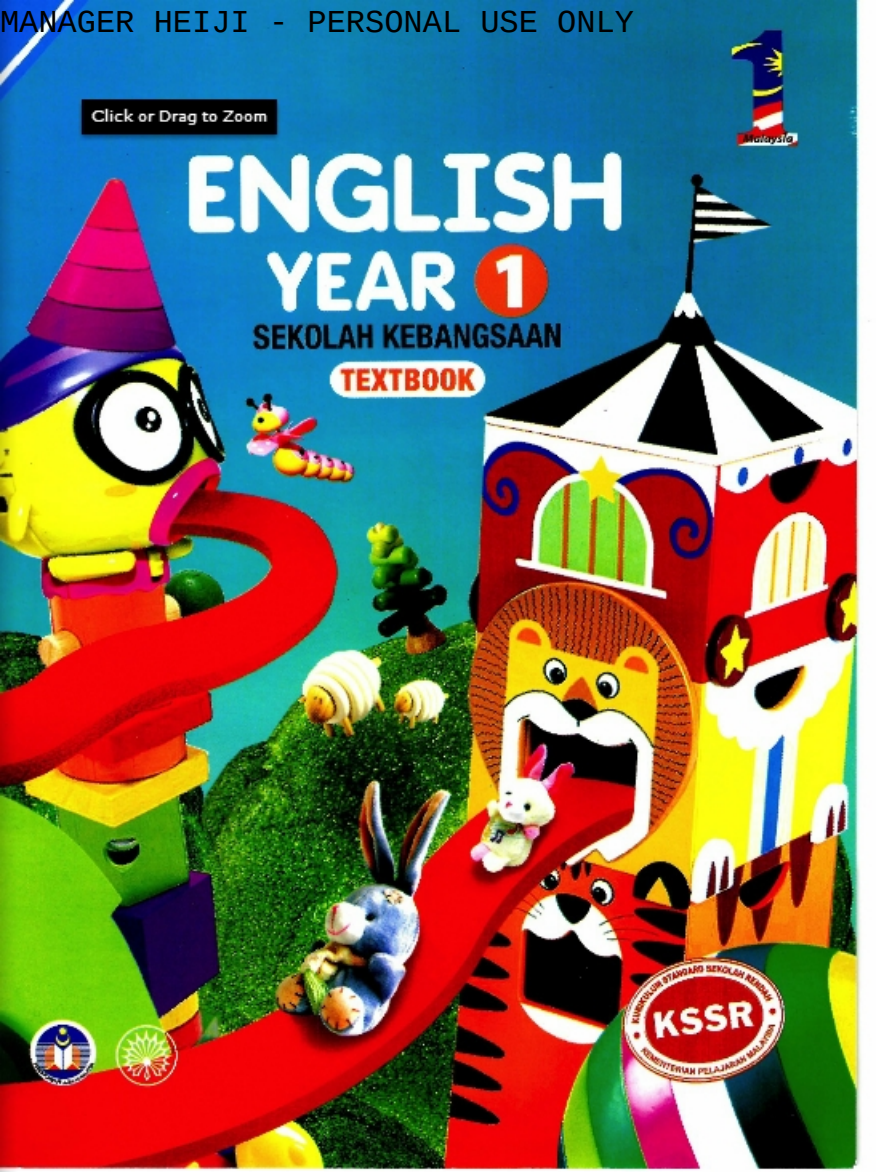
ENGLISH

YEAR 1

SEKOLAH KEBANGSAAN

TEXTBOOK



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- Memelihara satu cara hidup demokratik;
- Mencipta satu masyarakat yang adil di mana kemakmuran negara akan dapat dinikmati bersama secara adil dan saksama;
- Menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya yang kaya dan berbagai-bagai corak;
- Membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

Maka kami, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan prinsip-prinsip yang berikut:

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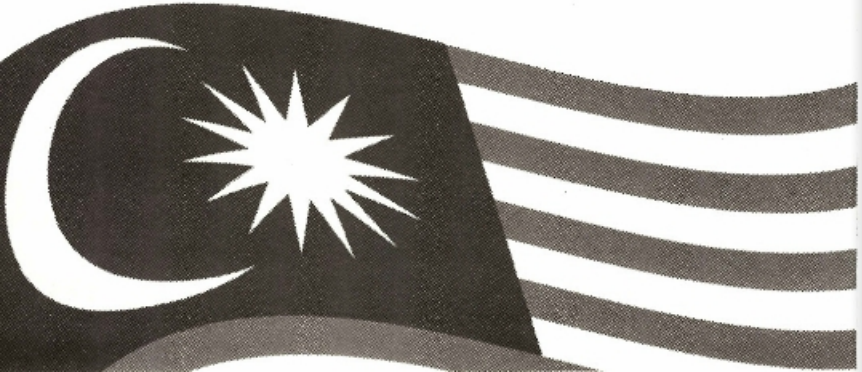

STANDARDS-BASED CURRICULUM FOR PRIMARY SCHOOLS

ENGLISH
YEAR 1
SEKOLAH KEBANGSAAN

TEXTBOOK

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MANAGER HEIJI - PERSONAL USE ONLY

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INTRODUCTION

The English Year 1 (SK) package consists of the Textbook (TB) and two Activity Books (AB Part 1 - Unit 1 to 15; AB Part 2 - Unit 16 to 30). It is based on the Standard Document of the Primary School Curriculum for Years 1 and 2. The package aims to give pupils a confident start in learning English through fun-filled, meaningful and purposeful activities.

The TB is divided into 30 units. It covers four modules: Listening and Speaking, Reading, Writing and Language Arts. The language input in the TB is based on three themes - the World of Self, Family and Friends, the World of Stories and the World of Knowledge. The materials in the TB also incorporate the 12 educational emphases to prepare pupils for real world challenges.

The materials in the Textbook:

- provide ideas to introduce and develop language skills and phonemic awareness.
- suggest activities to help pupils practise language structure in context.
- suggest a variety of enjoyable and meaningful activities to help teachers use phonics to teach English. This section is divided into two parts:
  - (a) introduction of phonemes and their graphemes – phonemes are introduced and pupils articulate them. Then the corresponding sound cards are shown to enable pupils to link the graphemes to the corresponding phonemes.
  - (b) oral blending/oral segmenting – pupils are taught to read (blend) and spell (segment) words. To read, pupils blend phonemes into recognisable words and read them aloud. To spell, pupils segment or break words into phonemes.
- incorporate a variety of texts containing words that pupils can decode using sound-spelling relationships. (Note: some words in these texts require whole word recognition and are printed in **blue**. They are common sight or high-frequency words. They may not follow sound-spelling relationships.)
- CAN DO TIME provide ideas to trigger pupils' imagination and interest, creating opportunities for pupils to use English in different situations.
- ALL TOGETHER NOW include activities such as role-plays, chants and songs for pupils to perform together. These activities develop pupils' potential and interest in English through Language Arts.

The TB should be used together with the AB. Each TB unit has a corresponding AB unit. The AB provides opportunities for pupils to acquire penmanship and to write at word, phrase and sentence levels. Specific writing activities not only allow pupils to improve their ability to spell correctly, but also assess pupils' knowledge of the sound-spelling relationship and their ability to segment words into sounds.

Teachers need to plan lessons and prepare the relevant materials according to their pupils' ability.

Phonics in the Language Classroom

As stipulated in the Learning Standards, the phonics approach is to be used in teaching English. This approach shows pupils the link between letters (graphemes) and the sounds (phonemes) they represent. This helps them to develop blending and segmenting skills which are important to help them read and spell on their own.

To reinforce this approach the names of the main characters in the TB begin with the first set of sounds taught (/s/, /æ/, /t/ and /p/).

Activities such as role-plays, chants, songs, rhymes and games are used to reinforce the learning of language using phonics. Games for blending and segmenting sounds are meant to provide practice for pupils to develop reading skills. It is important that teachers follow the sequence of the units which have been developed based on the phonics approach.

Key terms used:

- Phonemic awareness – the understanding that a word is made up of a sequence of sounds and the ability to pick out and manipulate these individual sounds
- Phoneme – a unit of sound
- Grapheme – a letter or a group of letters representing a sound
- Blending – combining individual phonemes to form a word
- Segmenting – dividing words into phonemes

Graphemes	Phonetic symbols	As in...
s, ss	/s/	sat, miss
a	/æ/	ant
t	/t/	top
p	/p/	pat
m	/m/	man
n	/n/	not
i	/ɪ/	igloo
d	/d/	dog
g	/g/	got
o	/ɒ/	office
c, k, ck	/k/	cat, kid, duck
e	/e/	egg
u	/ʌ/	up
r	/r/	red
h	/h/	hot
b	/b/	bus, web
f, ff	/f/	fan, stiff
l, ll	/l/	leg, hill
j	/dʒ/	jug
v	/v/	van
w	/w/	wet
x	*/ks/	box
y	/j/	yes
z, zz	/z/	zip, buzz
qu	*/kw/	queen
ch	/tʃ/	chin
sh	/ʃ/	shop
ng	/ŋ/	sing
th (voiceless)	/θ/	thin, moth
th (voiced)	/ð/	then

* This is a combination of two sounds.

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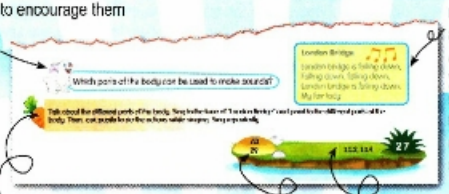
Use these questions to check pupils' understanding and ability to use English, or to encourage them to think further.

Use the tunes of these familiar nursery rhymes or songs for the activities in the book. Adapt the lyrics to create your own rhymes or songs. Surf the Internet to listen to the tunes of unfamiliar rhymes and songs.



Teacher's note: The carrot icon indicates notes for teachers on how the activities should be carried out or suggestions for further activities.

Learning Standards reference.

Textbook/Activity Book reference page.

Use alliteration to raise phonemic awareness.

Letters within single quotation marks in the speech bubbles represent the phonemes (sounds).

Word cards: cards with written words. Use a marker pen or type and print out words on manila cards.

Picture cards: cards with pictures. Draw and colour your own pictures or get suitable images from magazines or the Internet. Paste them on manila cards.

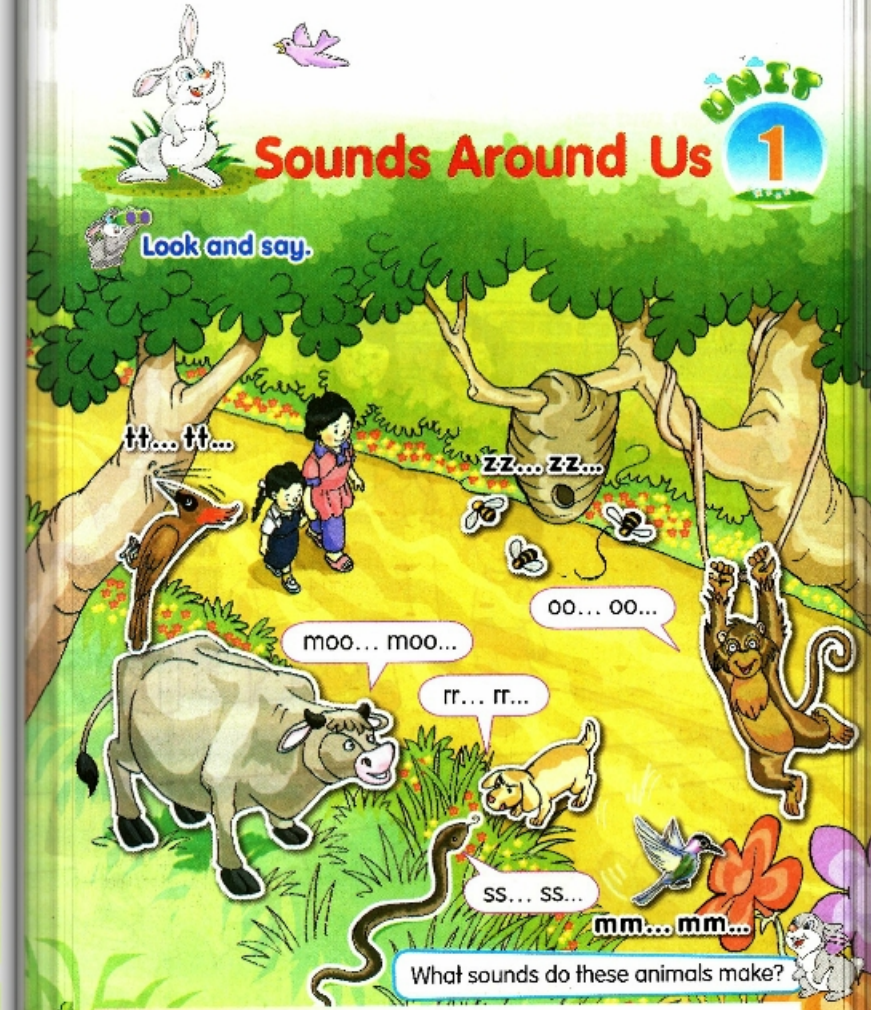
Word list: contains a list of words for which the graphemes have been taught. Make word cards using these words. Add more words to the given list. Choose words in which the graphemes being taught are used in different positions - initial, medial or final.

Sound cards: cards with graphemes. Use a marker pen or type and print out the graphemes on manila cards.

UNIT 1

Sounds Around Us

Look and say.



Important!
Read the introduction before using this book.
Identify the animals and the sounds they make. Talk about the picture.

AB 1, 2, 3, 4

1.1.1(a), 1.1.4

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Listen and say.

nnn...

Vroom!

1 Bestari

Wow!

Shh...

Ha! Ha!

Ouch!

I am sorry.

What sounds can you make?

Talk about the picture. Ask pupils to imitate the sounds they hear around them. Guide the pupils to identify other sounds outside the classroom.

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ALL TOGETHER NOW

All Day Long

The snake in the bush
goes ss... ss... ss...
ss... ss... ss...
ss... ss... ss...

The snake in the bush
goes ss... ss... ss...
all day long.

The monkey on the tree
goes oo... oo... oo...
oo... oo... oo...
oo... oo... oo...

The monkey on the tree
goes oo... oo... oo...
all day long.

zz... zz...

oo... oo...

tt... tt...

ss... ss...

mm... mm...

The Wheels on the Bus

The wheels on the bus go round and round,
Round and round, round and round,
The wheels on the bus go round and round,
All through the town.

Sing with actions. Sing again with other sounds.

1.1.1(all), 1.1.3, 4.1.2

AB 4

All About Me

UNIT 2

Listen and sing.

Tap, Tap, Tap

I am Pat,
I am Pat,
I am Pat,
Tap, tap, tap, tap.

I am Pat,
I am Pat,
I am Pat,
Tap, tap, tap, tap.

Pat

Tania

Sani

Adam

Sara

This Old Man

This old man, he played one,
He played knick-knack on my thumb,
With a knick-knack, paddy whack,
Give a dog a bone,
This old man came rolling home.

Sing again using the names of other pupils in the picture. Draw the pupils' attention to the initial phonemes of pupils' names that start with 's', 'a', 'f' and 'p'.

AB 5, 10

1.1.3

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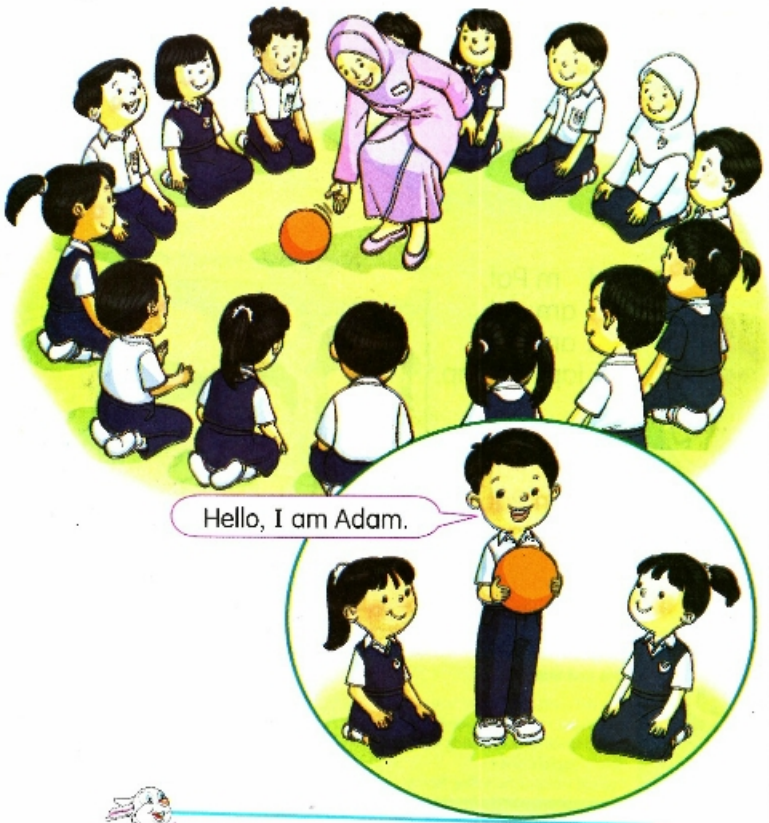
Ball Roll



What do you say when you meet a new friend?

Roll the ball to the pupils. Help the pupils to introduce themselves by saying, "Hello, I am...". Draw the pupils' attention to the initial phonemes of pupils' names starting with 's', 'a', 't' and 'p'.

Jumping Frog

Say the phonemes. Ask the pupils to jump onto the corresponding sound cards. Ask them to say the phonemes.
Enrichment: A pupil stands on the sound card 'p' and says, "Hello, I am /p/, /p/ as in pencil". The activity is repeated with other phonemes.

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I CAN DO THIS!

Alphabet Rolls

1. Get some modelling clay.
2. Form a ball.
3. Roll it out.
4. Form letters.
5. Show your work.

s S
Siti sits and smiles.

sat p

Remind the pupils to form the letters the way they are written.

2.1.1 3.1.1(a)

AB 6

Let's Be Friends

UNIT 3

Listen.

Retell the story. Replace 'Good morning' with 'Good afternoon' or 'Good evening'. Change the names of the characters to 'Patty Parrot' and 'Timmy Tiger'.

1.1.2, 1.1.4

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Sing together.

Greeting Song

Good morning, Sammy,
Good morning, Sammy,
Good morning,
Good morning,
Good morning, Sammy.

Good morning, Andy,
Good morning, Andy,
Good morning,
Good morning,
Good morning, Andy.

Good afternoon, Timmy,
Good afternoon, Timmy,
Good afternoon,
Good afternoon,
Good afternoon, Timmy.

...

Happy Birthday

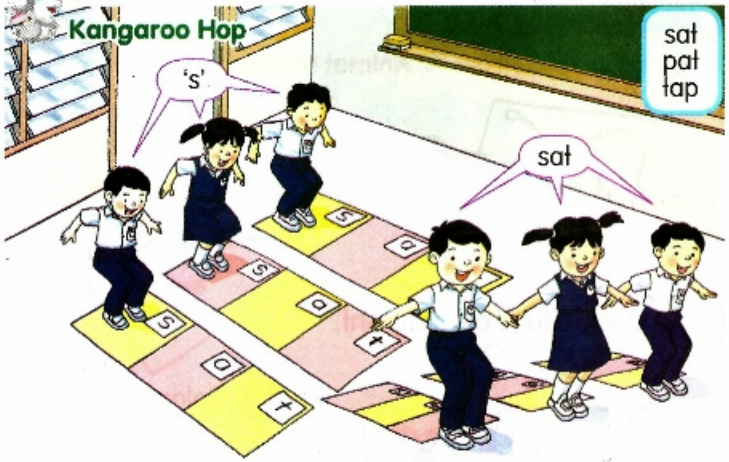
Happy birthday to you.
Happy birthday to you.
Happy birthday,
Happy birthday,
Happy birthday to you.

What do you say when you see your friend in the evening?

Include other greetings. Replace all the names of the animal characters with the pupils' names.

1.1.1(d), 1.3.3 | AB 11

Kangaroo Hop



Chant together.

Sat,
Pat,
Sat, sat, sat.

Tap,
Pat,
Tap, tap, tap.

In "Kangaroo Hop", ask the pupils to hop on each grapheme and say the phonemes /s/, /æ/ and /t/. Then they say the word 'sat' together. Replace 'sat' with 'tap' and 'pat'.
In the reading section, the pupils chant to the teacher's beat. Repeat the chant with other words that begin with the phonemes /s/, /æ/, /t/ and /p/.
Enrichment: Replace the word 'Pat' with the pupils' names.

AB 12, 13, 14 | 1.1.1(g), 2.1.2(a), 2.1.3

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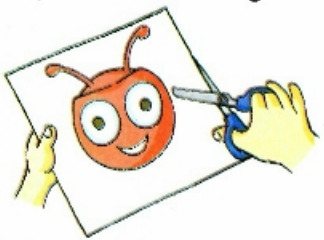
I CAN DO THIS!

Animal Masks

1 Draw the face of Andy Ant.

2 Colour the face.



3 Cut out the face.
Cut out two holes for the eyes.

4 Make holes on both sides.
Tie a string through the holes.

Hello, I am Andy Ant.

a A
Ally Ant eats apples.

Make masks of the other animals on page 9. Ask the pupils to put on the masks and act out the scene on page 9.

1.2.3(a)(b), 4.3.1(d)

Listen to Me

UNIT 4

Chant together.

Please Nat, Please...

Please Nat,
Please Nat,
Put a net on the mat.

Please Nat,
Please Nat,
Put a nest on the mat.

Please Nat,
Please Nat,
Put a mop on the mat.

Please Nat,
Please Nat,
Take a nap on the mat.

Point out things in the picture that start with the phonemes /m/ and /n/.

1.1.3

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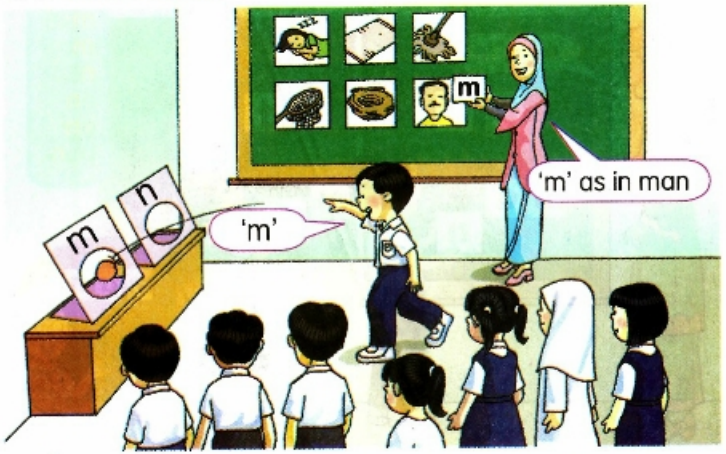
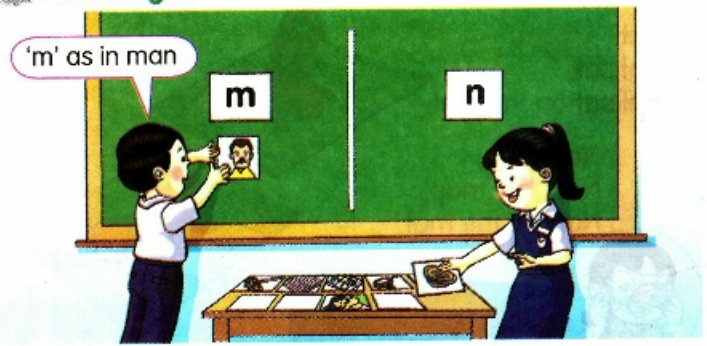
Simon Says

Play the game "Simon Says". Give simple instructions for the pupils to follow.
Enrichment: Ask the pupils to give instructions to their classmates.

Throw Me In



Put It Right



In "Throw Me In", introduce the phonemes /m/ and /n/.
In "Put It Right", the pupils match picture cards with the correct sound cards.

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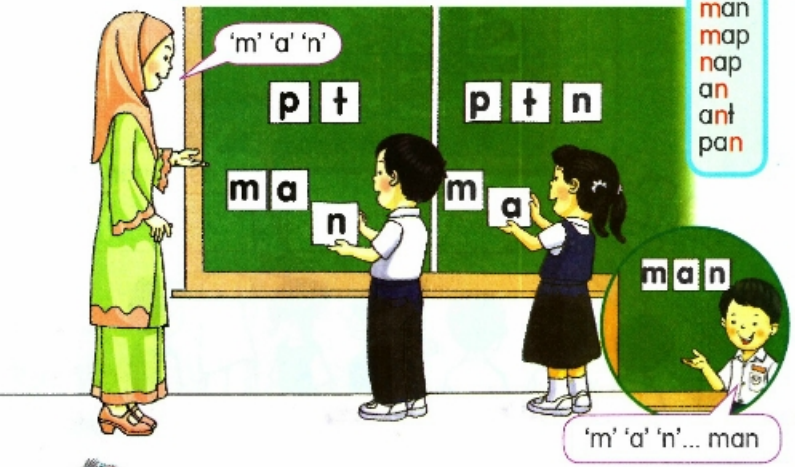
Say It Right

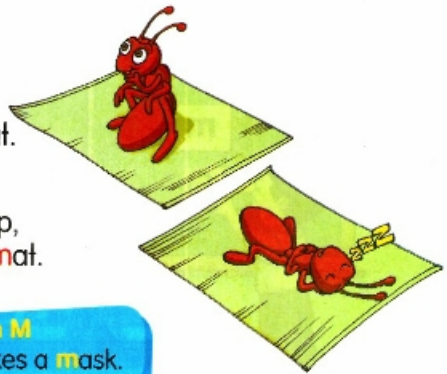


man
map
nap
an
ant
pan

Chant together.

An ant,
An ant sat,
An ant sat on the mat.

Nap, nap,
Nap, ant, nap,
Nap on the mat.



m M
Melly makes a mask.

Say the phonemes in 'Say It Right'. Ask the pupils to pick the correct grapheme.
Guide the pupils to sound the phonemes and say the words.

May I...

UNIT 5

Listen.

Molly and Nat

One day, Molly sat on a mat.
Molly had a new napkin.
Nat the cat saw Molly.

Nat quickly put on a monkey suit.
He walked towards Molly.

Molly saw a muffin in Nat's hand.

Can I have the muffin, please?

Yes and I have more at home. Follow me.

What happened to Molly?

The pupils listen to the story and predict the ending. Remind the pupils not to follow strangers.
Draw the pupils' attention to the phonemes /m/ and /n/ in the initial, medial and final positions.

MANAGER HEIJI - PERSONAL USE ONLY

Share My Mat

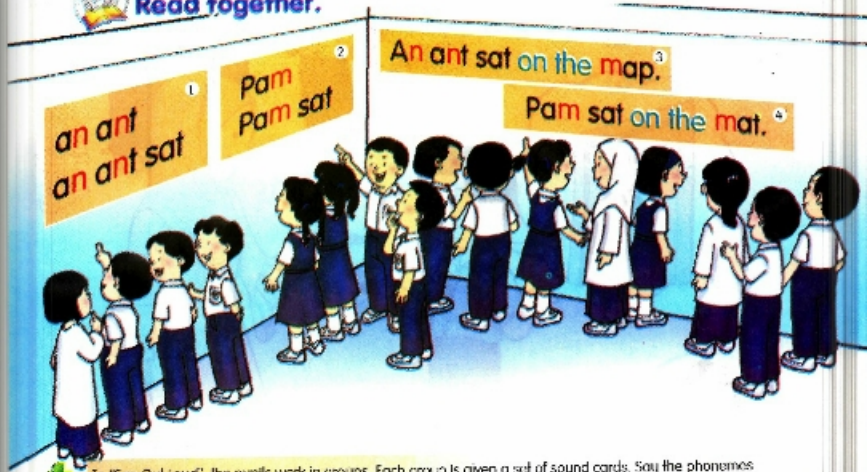
Ask your friend to stand near the teacher.

Talk about the picture. Explain the use of the full stop (.) and question mark (?) in sentences.
The pupils take turns to ask for permission to sit on the mat.
Enrichment: Create other situations. Allow the pupils to practise asking for permission or making requests and respond appropriately.

1.1.4, 1.2.1(c)(d), 3.2.3(b)(c)
AB 20, 21

Say Out Loud

Read together.



In "Say Out Loud", the pupils work in groups. Each group is given a set of sound cards. Say the phonemes and ask the pupils to blend the phonemes to form words.
In the reading section, the pupils are divided into groups. Each group reads and then moves from one station to another.

AB 22, 23, 24
2.1.2(b), 2.1.3, 2.2.3,

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ALL TOGETHER NOW

Please, May I...

Teacher, teacher, teacher,

Please, may I,
Please, may I,
Please, may I go to the toilet?

Yes, you may,
Yes, you may,
Yes, you may go to the toilet.

n N
Neela wears a nice necklace.

Divide the pupils into two groups. Chant together. Substitute 'toilet' with other places in the school.

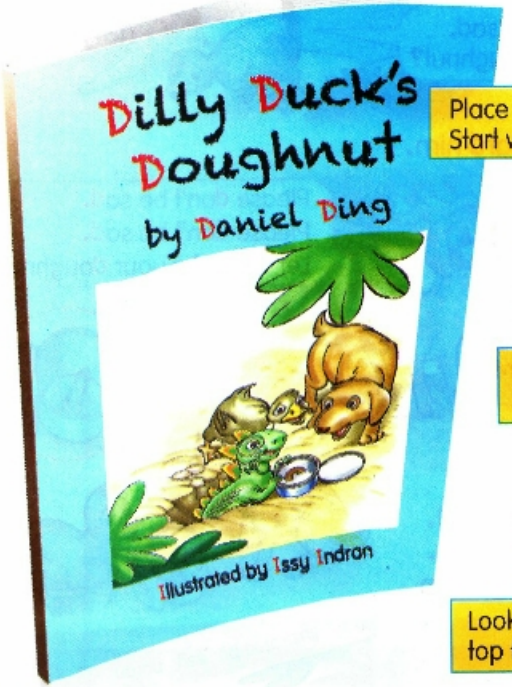
4.3.2(k)

AB 22

Dilly Duck's Doughnut

UNIT 6

Talk about the cover.



Place the book correctly. Start with the front cover.

Turn one page at a time.

Look from left to right, top to bottom.

Introduce the layout of the book cover. Ask questions about the book cover. What is the title of the book? Who is the writer? Who drew the pictures? What do you see on the cover? How many animals are there? Can you name the animals on the cover? What sounds do these animals make?

1.1.4, 1.3.1(b), 4.2.1, 4.2.2(a)

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Listen to the story.

One day, Dilly Duck waddled about sadly.

I am sad. I am sad.
Where is my doughnut?

Dotty Dog heard him.

Please don't be sad.
Please don't be sad.
Let's look for your doughnut.

They looked in a pit.
They looked in a tin.
There was only a pin.

I am sad. I am sad.
Where is my doughnut?

Iggy Iguana heard him.
He was in his pit.

Please don't be sad.
Please don't be sad.
I found a doughnut in this tin.
Yum...

What happened to the doughnut?

Ask questions about the pictures: What are the animals in the pictures? Is Dilly Duck sad? Is the pin in the tin? Where is the iguana? Draw the pupils' attention to the phonemes /d/ and /ɪ/ in the words. Revise the use of the full stop (.) and question mark (?) in sentences.

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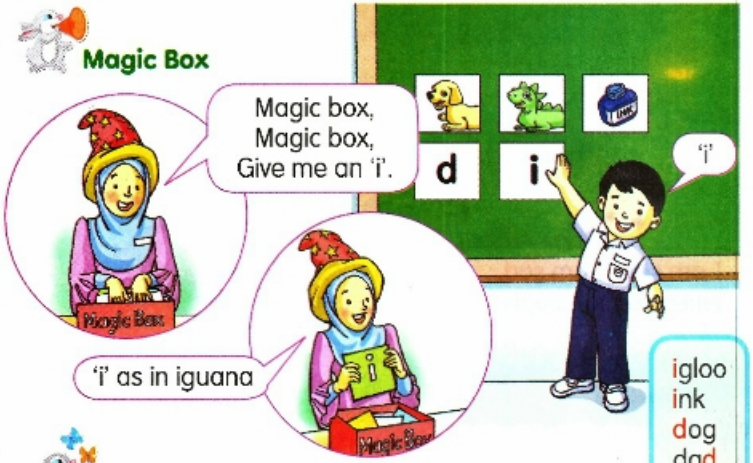
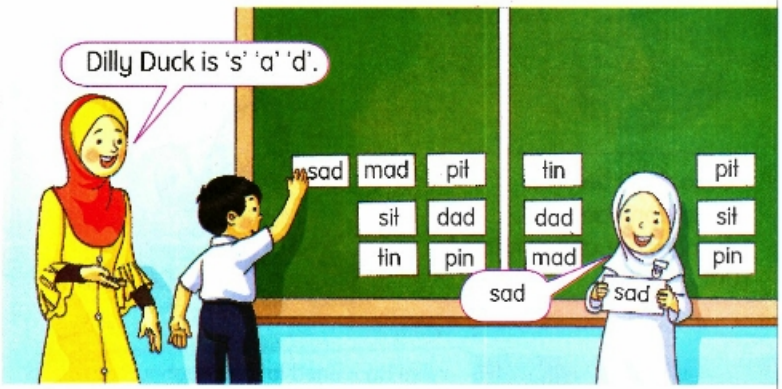
Magic Box



Run and Grab



In "Magic Box", the pupils are introduced to the phonemes /d/ and /ɪ/. They place the graphemes below the corresponding pictures.
In "Run and Grab", ask the pupils to run to the board and pick the correct word card after the teacher segments the word.

Say together.

Sad,
Dad is sad.

Is Dad sad, Din?
Yes, Dad is sad.

Angry and sad,
Dad is angry and sad.

Is Dad angry and sad, Din?
Yes, Dad is angry and sad.

Tin,
It is a tin.
The tin is in the pit.

Is the tin in the pit, Din?

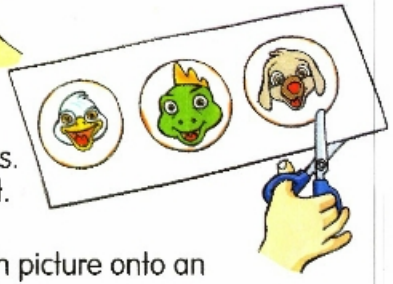
Talk about keeping our rivers clean.

MANAGER HEIJI - PERSONAL USE ONLY

I CAN DO THIS!

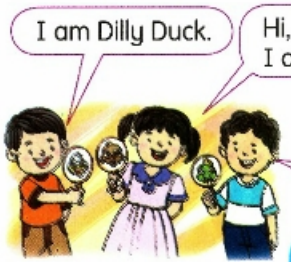
Animal Bookmarks

1 Draw pictures of animals.



2 Colour the pictures. Then cut them out.

3 Paste each picture onto an ice cream stick.



d D
Danny dances with the doll.

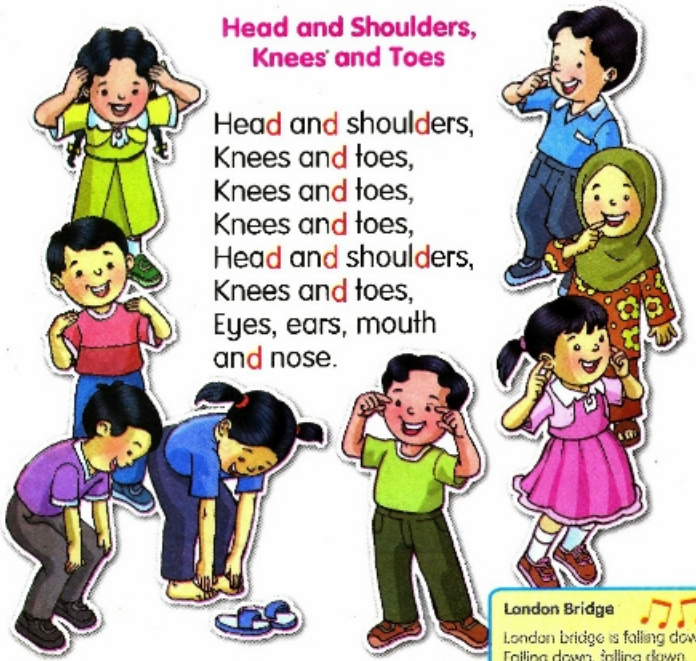
Guide the pupils to make the animal bookmarks. The pupils use the bookmarks to act out the story on pages 22 and 23.

Look at Me

UNIT 7

Sing and do.

Head and Shoulders, Knees and Toes



Head and shoulders,
Knees and toes,
Knees and toes,
Knees and toes,
Head and shoulders,
Knees and toes,
Eyes, ears, mouth
and nose.

London Bridge

London bridge is falling down,
Falling down, falling down.
London bridge is falling down,
My fair lady.

Talk about the different parts of the body. Sing and point to the different parts of the body.

MANAGER HEIJI - PERSONAL USE ONLY

Listen and do.

Snap, Clap and Stamp

One day, Little Bear could not sleep. It was noisy in the jungle. He heard an elephant say, "I can stamp my feet. Stamp! Stamp! Stamp!"

He heard a monkey say, "I can clap my hands. Clap! Clap! Clap!"

Then he heard a tiger say, "I can snap my fingers. Snap! Snap! Snap!"

Little Bear ran away. Then he saw a log. He sat on it. He closed his eyes and fell asleep. Little Bear snored. It was noisy in the jungle.

Which parts of the body did the animals use to make sounds?

Narrate the story with actions. Repeat and ask the pupils to follow.

Sing together.

I Can, I Can, I Can

Skip, skip, I can skip,
Skip, skip, I can skip,
Skip, skip, I can skip,
I can skip with you.

Hop, hop, I can hop,
Hop, hop, I can hop,
Hop, hop, I can hop,
I can hop with you.

Skip to My Lou

Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip to my Lou, my darling.

What other actions can you do? Show the class.

Sing with actions. Ask the pupils to follow. Substitute 'skip' and 'hop' with other actions: climb, jump, run and walk.

MANAGER HEIJI - PERSONAL USE ONLY

Wheel of Sounds

Take turns to throw the dice.
Form words.

The pupils throw the dice and form words from the graphemes in the sectors. Ask the pupils to segment the words.

2.1.2(a)(b), 2.1.3, 2.1.4

AB 33

Read together.

Is this a pin, Dad?

Yes, Nad.
It is a pin.
The pin is in the tin.
The tin is on the mat.

Is this an ant, Dad?

Yes, Nad.
It is an ant.
The ant is on the map.
The map is on the mat.

What other words have the 'd' sound?

AB 34

2.2.3

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

If You Are Happy and You Know It

If you are happy and you know it,
Clap your hands.
If you are happy and you know it,
Clap your hands.

If you are happy and you know it,
And you really want to show it,
If you are happy and you know it,
Clap your hands.

i I
Iggy Iguana is in an igloo.

Repeat the song with other actions. Substitute 'clap your hands' with 'snap your fingers', 'slap your thighs' and 'stamp your feet'.

1.1.1(c), 4.1.1

Stay Clean, Be Happy

UNIT 8

Sing together.

This Is the Way

Hello boys!

This is the way,
We wash our hands,
Wash our hands,
Wash our hands.
This is the way,
We wash our hands,
Before we eat an orange.

Hello girls!

This is the way,
We scrub our hands,
Scrub our hands,
Scrub our hands.
This is the way,
We scrub our hands,
After we go to the toilet.

Mulberry Bush

Here we go round the mulberry bush,
The mulberry bush,
The mulberry bush.
Here we go round the mulberry bush,
On a cold and frosty morning.

Sing with actions. Repeat the song. Substitute 'wash' with 'rinse' and 'scrub' with 'wipe'.

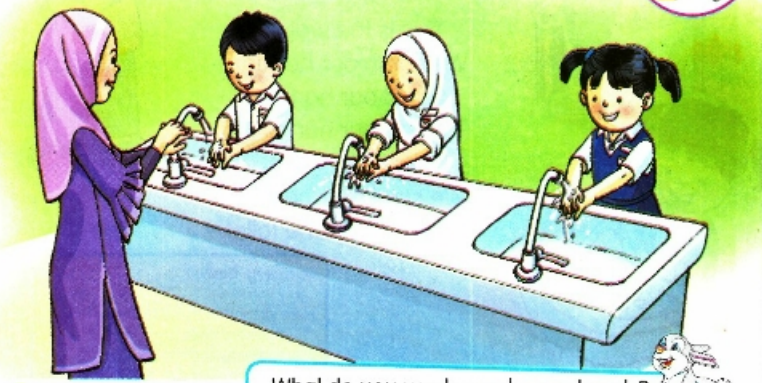
1.1.3, 4.1.2

MANAGER HEIJI - PERSONAL USE ONLY

Listen and do.

Steps to Wash Your Hands

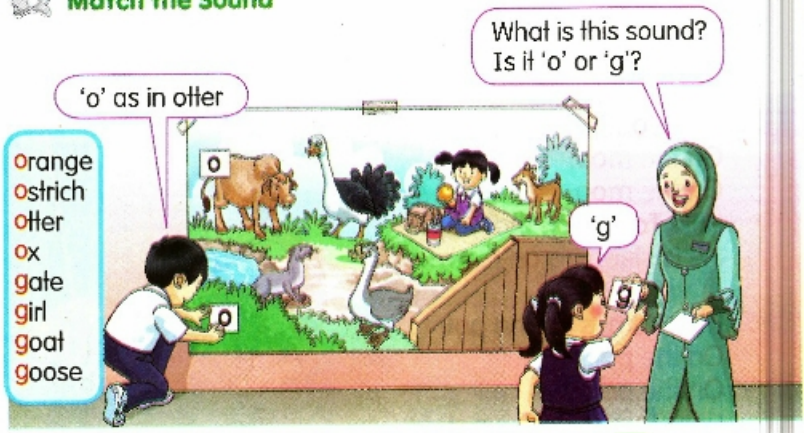
1. Wet your hands.
2. Use soap on your hands.
3. Scrub the back of your hands.
4. Scrub between your fingers.
5. Rinse your hands.
6. Wipe your hands dry.



What do you use to wash your hands?

Give instructions and the pupils follow. Ask the pupils why they need to wash their hands.

Match the Sound



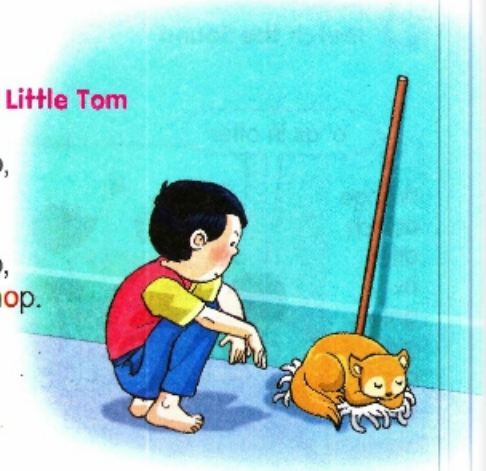
Clean or Dirty?

In "Match the Sound", use the picture to introduce the words in the list. Then introduce the phonemes /g/ and /o/ and the corresponding graphemes. Ask the pupils to stick the sound cards next to the correct items. Award points to the pupils who match them correctly.
In "Clean or Dirty?", prepare a set of picture cards showing clean items and another set of picture cards showing dirty items. The pupils read the words on the picture cards and place them accordingly. Add more picture cards with words containing the phonemes /g/ and /o/.

MANAGER HEIJI - PERSONAL USE ONLY

Read and sing.

Little Tom



Little Tom is on the mop,
On the mop,
On the mop,
Little Tom is on the mop,
He is sleeping on the mop.

Little Tom is on the pot,
On the pot,
On the pot,
Little Tom is on the pot,
He is sleeping on the pot.

Mary Had a Little Lamb

Mary had a little lamb,
Little lamb, little lamb,
Mary had a little lamb,
Its fleece was white as snow.

Everywhere that Mary went,
Mary went, Mary went,
Everywhere that Mary went,
The lamb was sure to go.

g G
Ganesh gets a golden goose.

UNIT 9 Meet My Family

Sing together.

I Love My Family

This is my family,
This is my family,
Hi-ho, my family,
This is my family.

I love my family,
I love my family,
Hi-ho, my family,
I love my family.

My father loves me so,
My father loves me so,
Hi-ho, my family,
My father loves me so.

The Farmer's in the Dell

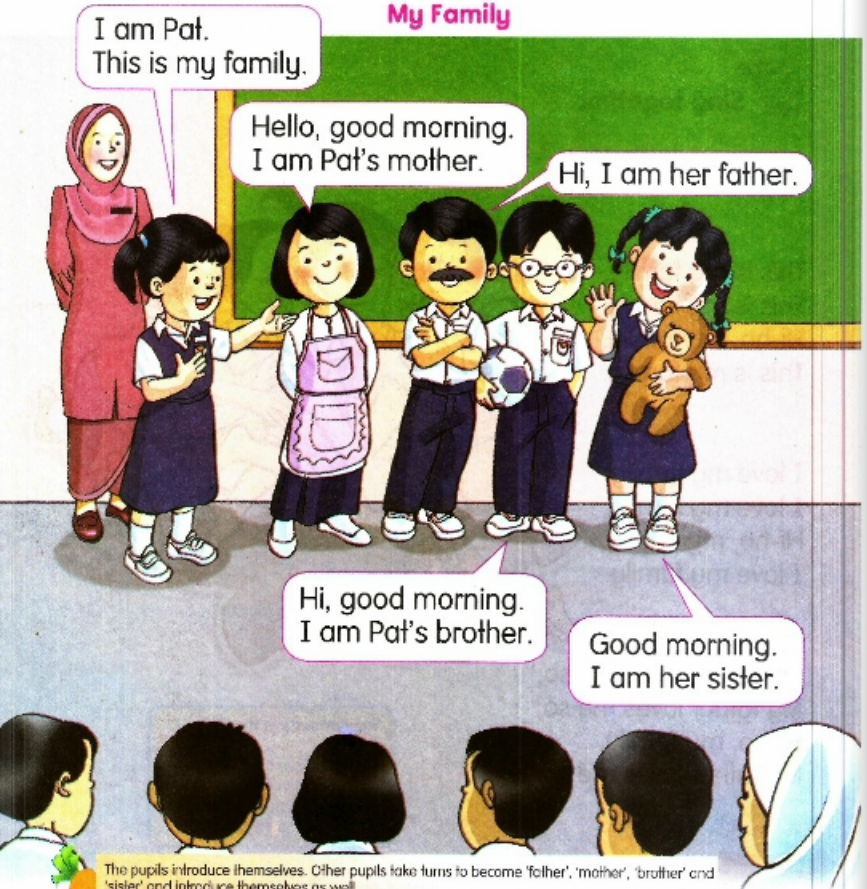
The farmer's in the dell,
The farmer's in the dell,
Hi-ho, the derry-o,
The farmer's in the dell.

Sing the song and ask the pupils to follow. Repeat the song and substitute 'father' with other family members.

MANAGER HEIJI - PERSONAL USE ONLY

Role-play.

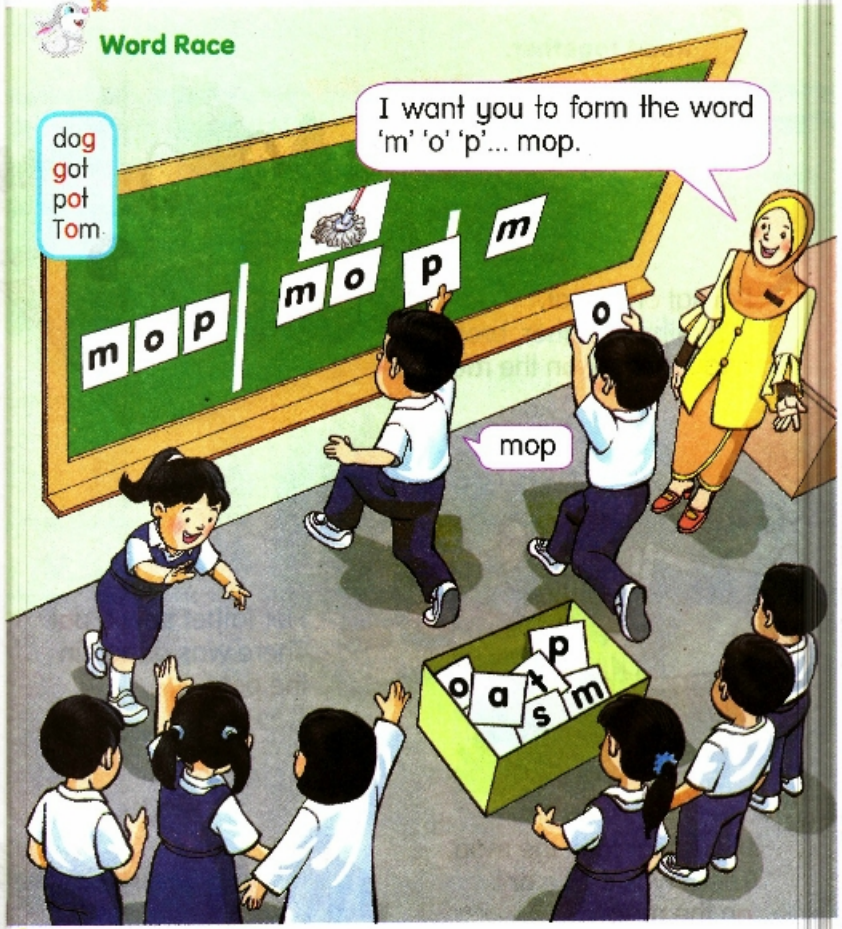
My Family



The pupils introduce themselves. Other pupils take turns to become 'father', 'mother', 'brother' and 'sister' and introduce themselves as well.

Enrichment The pupils bring their family photos for a 'Show and Tell' activity.

Word Race

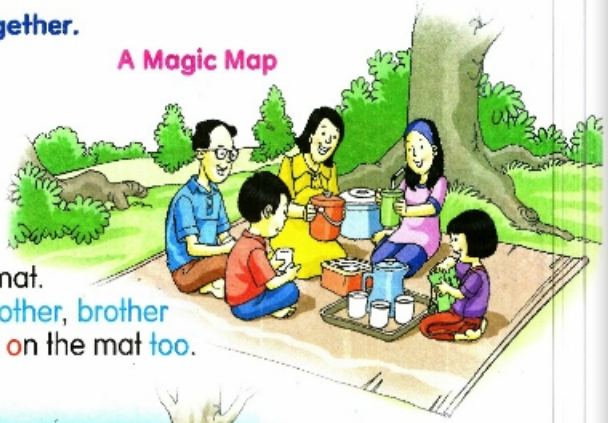


In groups, the pupils compete to form the words given in the word list. The pupils say the phonemes and the words. Award points to the group that finishes first.

MANAGER HEIJI - PERSONAL USE ONLY

Read together.

A Magic Map



Pat sat on a mat.
Her father, mother, brother
and sister sat on the mat too.

Her father saw a pot.
There was a map in
the pot.

Her father took the map.
There was a little ant
on the map.
There was a pin on the map.
There was a top on the map.

Pat saw the map.
Her mother saw the map.
Her sister saw the map.
Her brother saw the map.

"s... s... s... s..."
"d... d... d... d..."
"t... t... t... t..."
It was a magic map.

Pat and her family
were on the map.

What happened next?

MANAGER HEIJI - PERSONAL USE ONLY

I CAN DO THIS!

Fun Family Mobile

1. Get some family photographs.
2. Paste the photographs on coloured paper.
3. Cut out the photographs.
4. Tie a string to each photograph.
5. Tie the photographs to a clothes hanger.

Hello, good morning.
I am Adam.
This is my family.

o o
Oddy Otter eats an orange.

The pupils introduce their family members using their Fun Family Mobiles.

How Many?

UNIT 10

Down a Busy Lane

There is one cat walking down,
Walking down, walking down,
There is one cat walking down,
Down a busy lane.

There are two cats walking down,
Walking down, walking down,
There are two cats walking down,
Down a busy lane.

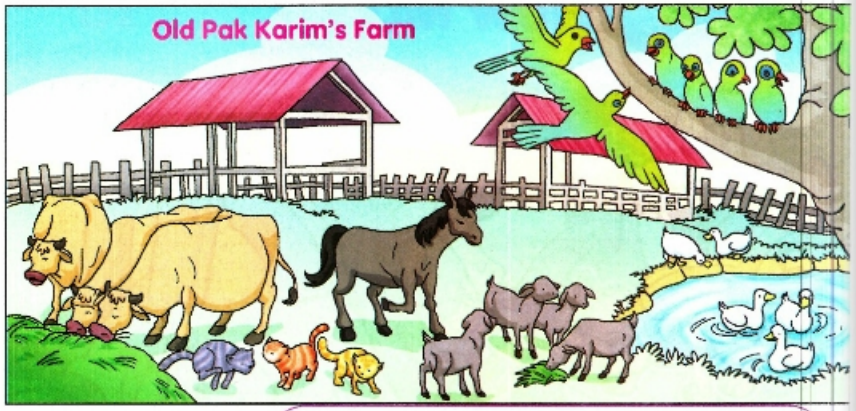
London Bridge

London bridge is falling down,
Falling down, falling down,
London bridge is falling down,
My fair lady.

Prepare word cards for the numbers one (1) to ten (10). On each card include the number and the word. Show the relevant word cards while singing the song.

MANAGER HEIJI - PERSONAL USE ONLY

Count and say.



Old Pak Karim has a farm, *e i e i o,*
And on his farm, he has some ducks, *e i e i o,*
With a quack quack here,
And a quack quack there,
Here a quack, there a quack,
Everywhere a quack quack,
Old Pak Karim has a farm, *e i e i o.*

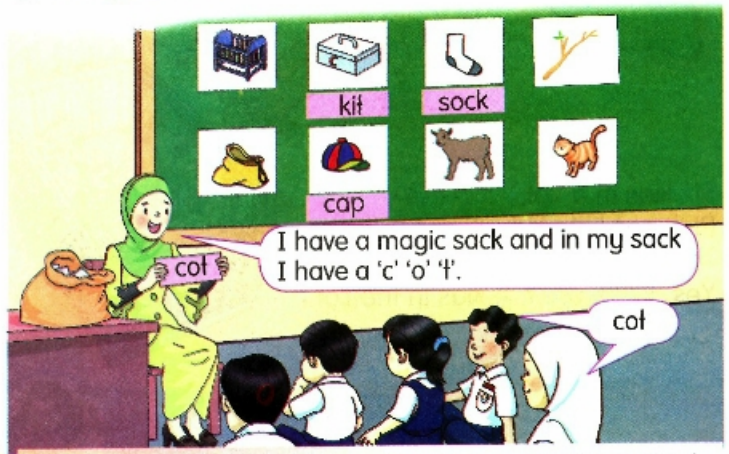
Are there any ducks on the farm?

Yes, there are five ducks.

Talk about the animals in the picture. Sing to the tune of 'Old McDonald' and ask how many there are of each type of animal.
Enrichment: Ask the pupils to make a diorama of the farm and talk about the diorama they have created.

We Sound the Same

Magic Sack



In "We Sound the Same", pick a sound card from the sack. The pupils take turns to say the phonemes and match the sound card to the correct picture card.
In "Magic Sack", pick a word card from the sack and segment the word. Ask the pupils to say the word.

MANAGER HEIJI - PERSONAL USE ONLY

Say together.

Two cats on a mat,
Pick one little cat.
Is there one cat on the mat?
Yes, there is one cat on the mat.

Four caps in a sack,
Pick one cap.
Are there three caps in the sack?
Yes, there are three caps in the sack.

Six kids in a cot,
Pick one little kid.
Are there five kids in the cot?
Yes, there are five kids in the cot.

c C
Cassie combs her curly hair.

UNIT 11

My Happy Days

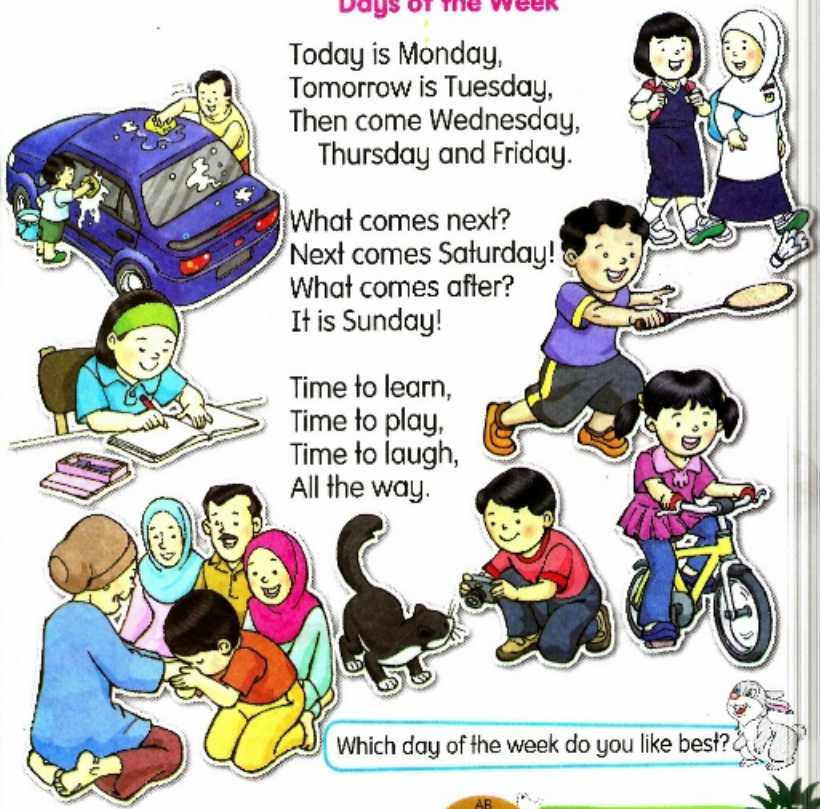
Listen and say.

Days of the Week

Today is Monday,
Tomorrow is Tuesday,
Then come Wednesday,
Thursday and Friday.

What comes next?
Next comes Saturday!
What comes after?
It is Sunday!

Time to learn,
Time to play,
Time to laugh,
All the way.



Which day of the week do you like best?

MANAGER HEIJI - PERSONAL USE ONLY

Listen.

Princess Kelly and Harry

One Sunday morning, Princess Kelly
was in a rock garden.
There was a pond in the rock garden.
She saw a duck in the pond.

The next day, she saw the duck again.
It was sitting on a rock.
She walked up to the duck.
"Oh, what a pretty duck!" she said.

On Tuesday afternoon, she saw the duck again.
She named it Harry.
She put it in her cap.
She carried her duck back
to her palace.

The next day, she cleaned the duck.
Then she gave it a cup of water.

A day later, she got a cot for the duck.
It was a very special cot.

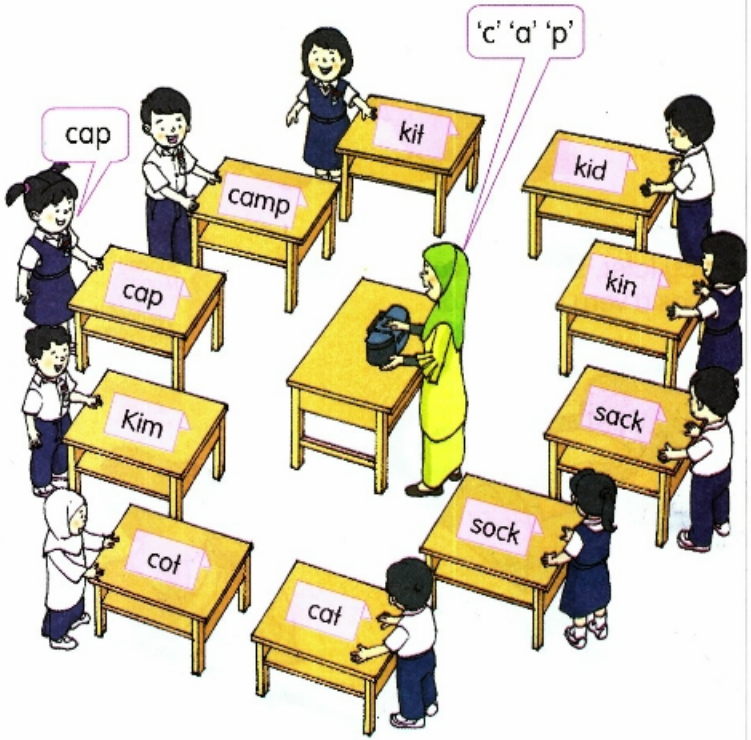
On Friday, Princess Kelly
gave the duck a big kiss.
Harry was very happy.
The next day...

What day comes after Friday?

Narrate the story. Ask the pupils to predict the ending.

MANAGER HEIJI - PERSONAL USE ONLY

Musical Desks



Play music and get the pupils to move around in a circle. Stop the music, say the phonemes of a word. Ask the pupil with the corresponding word card to read the word.

Read together.

Nik at a Camp

It is Sunday.
Nik is at a camp.
He has a map, a cap and a sack.

This is Kim the cat.
Kim jumps onto the sack.
Nik stops Kim the cat.

Can Nik stop the cat?

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

Act out.

One Sunday, Princess Kelly saw a duck.
On Monday, she saw the duck again.
On Tuesday, she carried the duck in a cap.
On Wednesday, she cleaned it.
She gave it some water.
On Thursday, she got a cot for it.
On Friday, she hugged and kissed it.
The next day, the duck changed into a prince!

k K
Kip the kangaroo kicks the kettle.

Read the story aloud. Ask the pupils to act out the story.

4.3.2[d]

February

When Is Your Birthday?

UNIT 12

Listen and say.

Happy Birthday

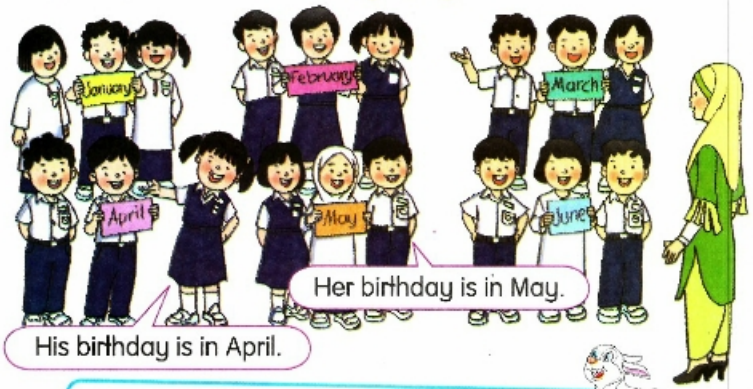
Happy birthday to you,
Happy birthday to you,
Happy birthday to Elly,
Happy birthday to you.

Use Wh-questions to talk about the picture.

1.1.4, 1.3.1[b]

MANAGER HEIJI - PERSONAL USE ONLY

Birthday Line



Play the "Birthday Line" game. Ask the pupils what their birthday months are. The pupils line up according to their birthday months.
Tell the pupils about the use of capital letters for the months of the year.

1.1.4, 1.3.1(b)
AB 55, 56, 57

Hidden Word

den	cup
get	duck
net	gun
peg	mud
pen	mug
pet	nut
ten	sun
tent	

Spelling Game

Remember to teach the new sounds before carrying out the "Hidden Word" activity.
In the "Spelling Game", the pupils take turns to throw the dice and move to the square based on the number on the dice. Ask the pupils to name what is in the picture and segment the word.

AB 58, 59
2.1.2(c) 2.1.4(a)

MANAGER HEIJI - PERSONAL USE ONLY

Read the diary.

Adam's Diary

4 January

I met Ned at the camp.
Ned and I put up a tent.

7 February

Today is Fred's birthday.
I gave Fred a mug.

5 March

Today is my birthday.
Ned gave me a pen.

1 April

Dad gave me a pet duck.

2 May

Fred dug a pond for my duck.

e E
Ella Elephant sat on an egg tart.

I See Colours

UNIT 13

Sing together.

Colour Song

I like red,
I like red,
I like a red bow on my shoe,
I like a red bug, red mug,
red bed too,
I like red and what about you?

I like yellow,
I like yellow,
I like a yellow bow on my shoe,
I like a yellow bug,
yellow mug, yellow bed too,
I like yellow and what about you?

This Old Man

This old man, he played one.
He played knick-knack on my thumb,
With a knick-knack, paddy whack,
Give a dog a bone,
This old man came rolling home.

Repeat the song with other colours.

MANAGER HEIJI - PERSONAL USE ONLY

What Is the Colour?

Ask the pupils to take turns to pick a picture card from the box. They name the object and its colour. Other pupils sing the song on page 57 substituting the colour.

Our Flag, Our Pride

Talk about the colours of the flag. Introduce the crescent and star on the flag.
Enrichment: Talk about the school flag or state flag.

MANAGER HEIJI - PERSONAL USE ONLY

We Are Friends

Divide the pupils into groups. Give each group a set of sound cards. Say a word. The pupils go to the front of the classroom to form the word. The other pupils read the word.

Read together.

Here is a duck.
The duck has a mug.
The duck puts the mug on the rug.

Here is Tom the cat.
Tom picks up the mug.
Tom puts it in the net.

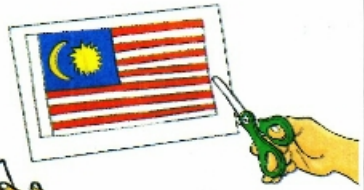
The duck is angry.
The duck bites Tom the cat.

MANAGER HEIJI - PERSONAL USE ONLY

I CAN DO THIS!

My Flag

1 Colour the flag.



2 Cut out the flag.

3 Paste the flag in your book.

4 Talk about the flag.

I like my flag.
It has four colours.
...

u U
Uncle Wong left his umbrella upstairs.

Prepare the Malaysian flag template for each pupil. Talk about the flag. Stress the importance of loving our country.

Say It Nicely

UNIT 14

Say together.

Thank You... Sorry

Divide the pupils into two groups. The pupils chant. Substitute 'bunny' with 'hat' and 'You stepped on my toe' with 'You knocked into me'.

MANAGER HEIJI - PERSONAL USE ONLY

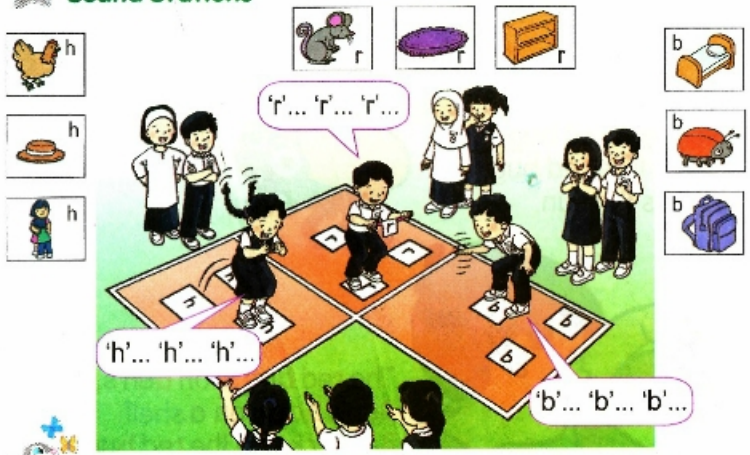
Listen.

The next day...

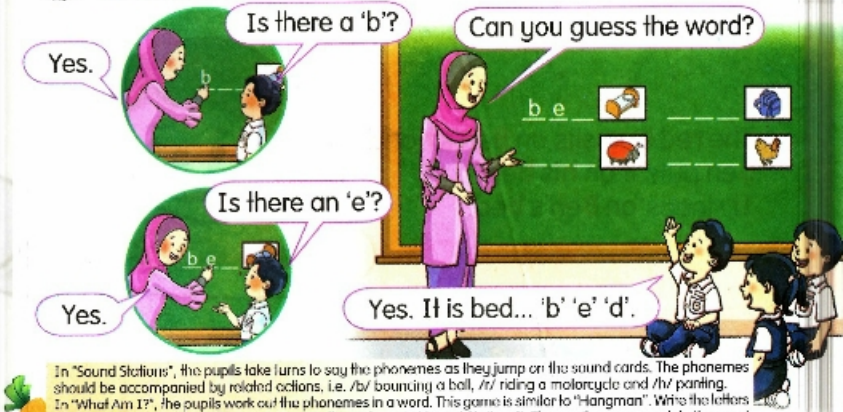
What do you say when someone opens the door for you?

The pupils act out the scenes. Explain that 'Thank you' is to show appreciation and 'I am sorry' is to express apology.

Sound Stations



What Am I?



In "Sound Stations", the pupils take turns to say the phonemes as they jump on the sound cards. The phonemes should be accompanied by related actions, i.e. /b/ bouncing a ball, /r/ riding a motorcycle and /h/ panting. In "What Am I?", the pupils work out the phonemes in a word. This game is similar to "Hangman". Write the letters if the pupils give the correct phonemes (use the pictures in "Sound Stations"). The pupils may complete the word before all the graphemes are written on the board. The pupils say the word aloud and segment it.

MANAGER HEIJI - PERSONAL USE ONLY

Read the story.

Ben's Red Bug

Here is a red bug.
It is a little red bug.
It likes the sun.

The red bug is on Ben's hat.
Ben's hat is on a shelf.
Ben picks up the red bug.

The red bug sits on Ben's hand.
Ben puts it on his bed.
It sleeps on Ben's bed.

r R
Reddy Rabbit rests on the rock.

My Favourite Toys

UNIT 15

Say together.

This Is My Toy

Boat,
Big boat,
Big blue boat,
This is my big blue boat.

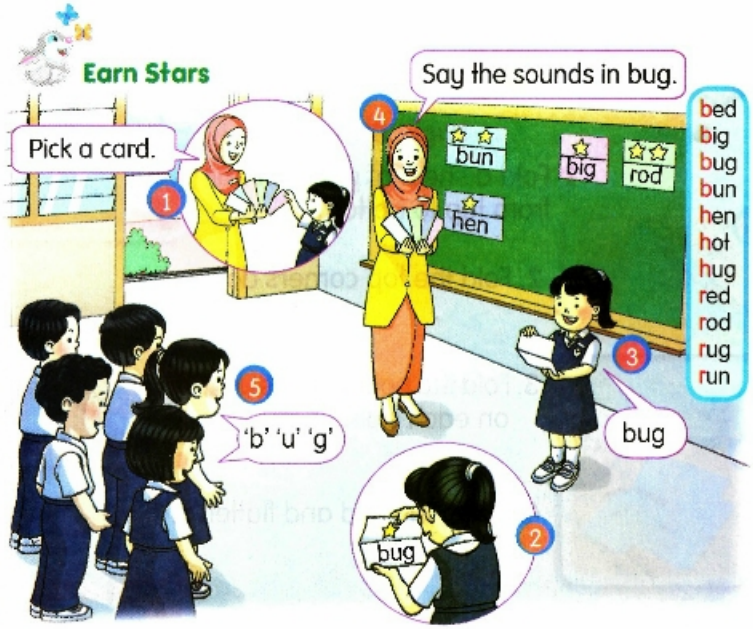
Robot,
Red robot,
Big red robot,
This is my big red robot.

Hen,
Yellow hen,
Big yellow hen,
This is my big yellow hen.

Talk about the pictures.

MANAGER HEIJI - PERSONAL USE ONLY

Ask the pupils to bring their favourite toys or pictures of their favourite toys for a "Show and Tell" activity. Guide the pupils to talk about their toys.



Read together.

A Big Bug

Here is a big bug. It is on Ben's neck. Ben is angry at the bug. He grabs the bug. He puts it on a rack.

The bug jumps off the rack.
It runs to a big mug. Ben grabs it.
Then he lets the bug go.

In "Earn Stars", divide the pupils into groups. A pupil says the word and group members segment the word. Award stars to the group that segments the word correctly. The group with the most stars wins.

MANAGER HEIJI - PERSONAL USE ONLY

I CAN DO THIS!

Paper Boat

1. Fold a sheet of paper in half from top to bottom.

2. Fold the top corners down.

3. Fold the bottom flaps up on each side.

4. Open the fold and flatten it.

5. Fold the bottom corners up on each side. Place your thumbs inside and pull apart. Flatten it.

6. Pull the flaps gently from both sides. Your paper boat is ready.

h H
Helmi hugs his mother.

Row, Row, Row Your Boat

Row, row, row your boat,
Gently down the stream,
Merrily, merrily, merrily, merrily,
Life is but a dream.

The pupils show the class their paper boats and sing "Row, Row, Row Your Boat" with actions.

What Is in My Classroom?

UNIT 16

Sing together.

Oh, My Classroom

Oh, my classroom,
Oh, my classroom,
Oh, my classroom,
Big and bright.

There are chairs and desks and cupboards,
There are fans and many lights.

Oh, my school bag,
Oh, my school bag,
Oh, my school bag,
Blue and white.

I have rulers, books and crayons,
I have pencils and I can write.

Oh My Darling, Clementine

In a cavern, in a canyon,
Excavating for a mine,
Dwelt a miner forty niner,
And his daughter Clementine.

Oh, my darling, oh, my darling,
Oh, my darling Clementine,
You are lost and gone forever,
Dreadful sorrow Clementine.

What do you like about your classroom?

Ask the pupils to point to the objects while they sing.

MANAGER HEIJI - PERSONAL USE ONLY

Things in My Bag

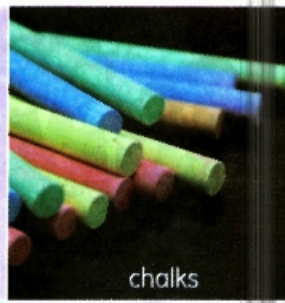
Ask the pupils to place their belongings on their desks. Ask questions and guide them to talk about their belongings.
Enrichment: Divide the pupils into groups. Ask the pupils to make a list of their things.

Look and say.

Things in My Classroom

chart

globe


chalks

chair

whiteboard

desk

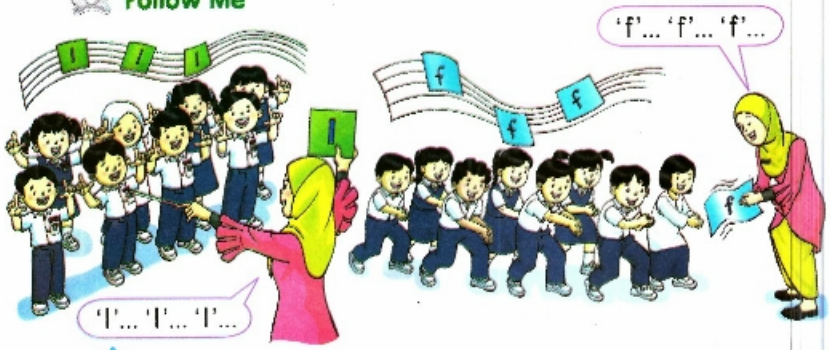
school bag

marker pen

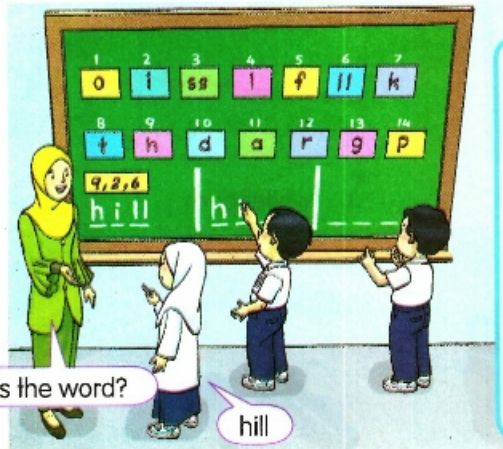
coloured pencils

MANAGER HEIJI - PERSONAL USE ONLY

Follow Me



Secret Word



7, 2, 3
5, 2, 6
14, 2, 6
12, 1, 10
9, 2, 8
13, 12, 2, 6
9, 1, 8
14, 1, 8
14, 2, 8
12, 11, 8
14, 11, 8
5, 11, 8
4, 11, 14

Point out to the pupils that 'ff', 'll' and 'ss' are graphemes that also represent the phonemes /f/, /l/ and /s/.
In "Follow Me", the pupils practise saying the phonemes /f/ and /l/. The phonemes should be accompanied by related actions i.e. /l/ leading a choir and /f/ moving like a fish in water.
In "Secret Word", the pupils compete to decode the numbers, write the secret word and then read it.

Read the rhyme.

Miss Bess, Miss Bess

Miss Bess, Miss Bess,
In a red dress,
Huffs and puffs up the hill,
And tries to catch the bill.

Miss Bess, Miss Bess,
In a red dress,
Picks up the frilly cap,
And puts it on her lap.

Miss Bess, Miss Bess,
In a red dress,
Sells glasses and coloured clocks,
And buys many frilly frocks.

Point out to the pupils that 'ff', 'll' and 'ss' are graphemes that also represent the phonemes /f/, /l/ and /s/.
The pupils recite the rhyme aloud.

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

Chant together.

In the Bag

Sally has a book.

Where, where,
Where is the book?

In the bag,
In the bag,
Sally has a book
in the bag.

f F
Frida fries five fish.

Ask the pupils to chant. Substitute 'ruler' and 'book' with other things in the bag.
Enrichment: Provide pictures of things in the bag. Ask the pupils to cut out the pictures and paste them on a sheet of paper. Label the pictures.

Show Me the Way

UNIT 17

Sing and dance.

Shake It All About

You put your left hand up,
You put your left hand down,
You put your left hand up,
And shake it all about,
You go puff, puff, puff,
And you turn yourself around,
That's what it's all about.

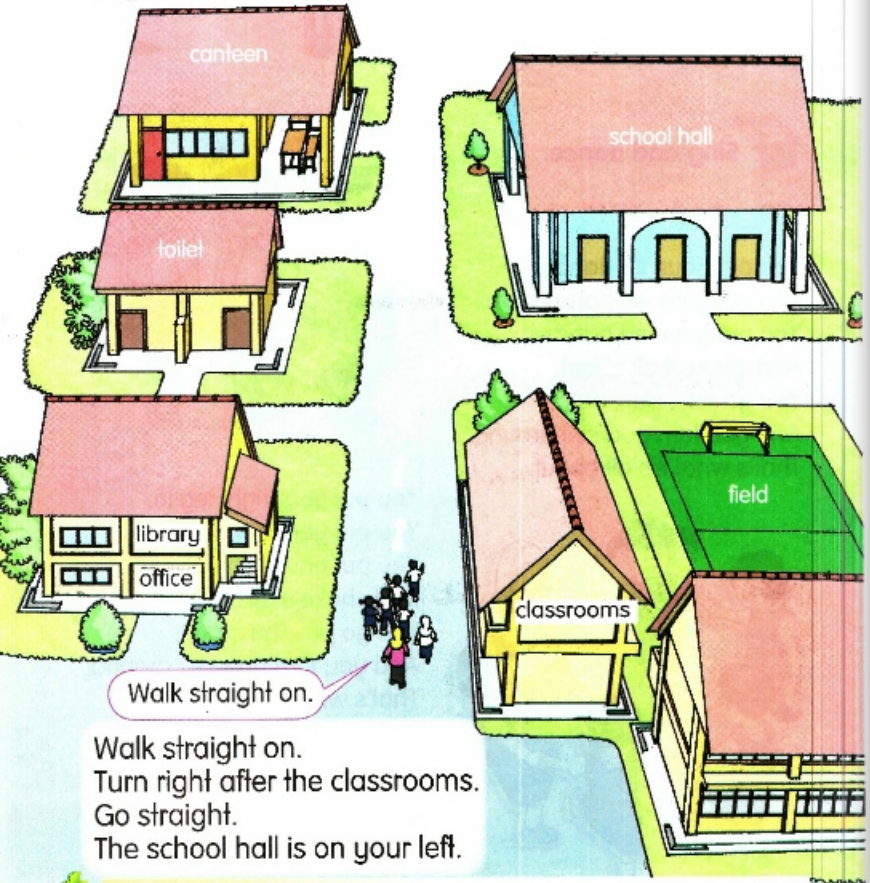
You put your right leg in,
You put your right leg out,
You put your right leg in,
And shake it all about,
You go puff, puff, puff,
And you turn yourself around,
That's what it's all about.

Do the Hokey Pokey

You put your right foot in,
You put your right foot out,
You put your right foot in,
And shake it all about,
You do the hokey pokey,
And you turn yourself around,
That's what it's all about.

MANAGER HEIJI - PERSONAL USE ONLY

Listen and do.



Walk straight on.
Turn right after the classrooms.
Go straight.
The school hall is on your left.

Take the pupils on a school tour. Explain the words: left, right and straight. Give directions to various places. Name the places along the way.

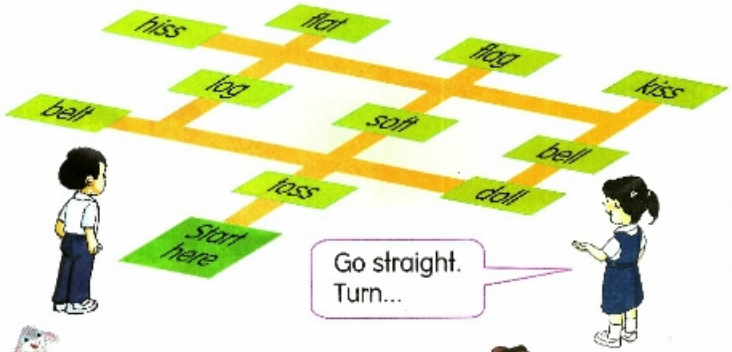
Listen and do.

Help Me, Please

Place word cards on the desks. Blindfold a pupil and give directions for the pupil to follow. The pupils take turns to give directions to their friends. The position of the word cards can be changed to make the activity more challenging. Ensure pupils' safety.

MANAGER HEIJI - PERSONAL USE ONLY

Guide Me



Read together.

A pond,
Go to the pond,
See a frog on a rock.
See the frog and the bell.

A hill,
Go up the hill,
Dig a pit to your left.
Wow! A pot in the pit.

Ll
Larry the lion licks his lollipop.

In "Guide Me", model one set of directions. The pupils work in pairs. One pupil selects a word and gives directions to his/her partner to reach the word card.

Let's Eat

UNIT 18

Sing together.

We Like Apples

Wan and I went to the van,
To get a jar of apple jam,
Wan and I like apple jam,
We don't like mango jam.

Wan and I went to the van,
To get a jug of apple juice,
Wan and I like apple juice,
We don't like mango juice.

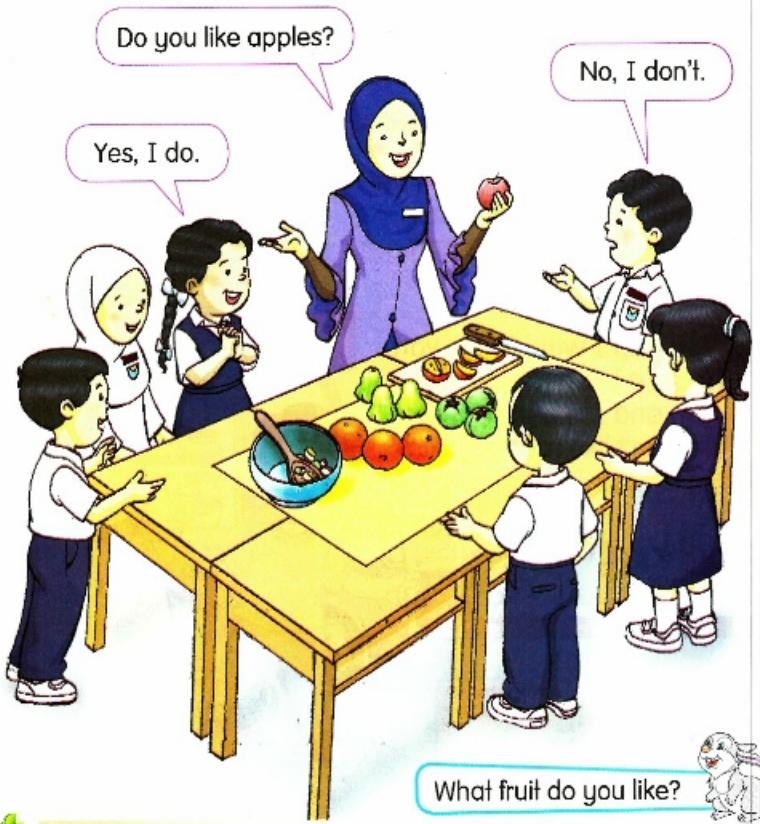
Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

MANAGER HEIJI - PERSONAL USE ONLY

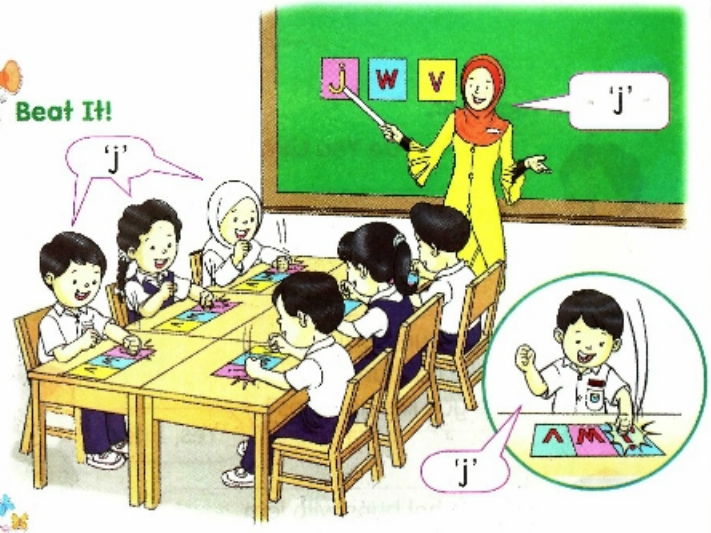
Listen and say.

Fruit Salad



Prepare a fruit salad in class. Show and name each fruit while preparing the salad. Encourage the pupils to talk about fruits they like and dislike.

Beat It!



Run to Me

In "Beat It!", introduce the phonemes /ʤ/, /w/ and /v/ using sound cards. Each pupil has a set of sound cards with 'j', 'w' and 'v' on the table. Say a phoneme and the pupils repeat the sound and hit the corresponding sound card.

MANAGER HEIJI - PERSONAL USE ONLY

Read together.

Do You Like...?

Do you like buns?

Yes, I do.
I like buns.

I like buns too.
I like hot buns.
Do you like hot buns?

Yes, I do.

I like hot buns with jam.
I like plum jam.
I will get you some plum jam.

Oh, thank you. I like plum jam very much.

Here comes the van.
Let's buy some jam.

j J
Jack juggles jam jars.

The pupils act out the dialogue.

I Wear...

UNIT 19

Sing and dance.

Hello, Hello, Hello

Hello, hello, hello,
I am wearing a vest,
Hello, hello, hello,
I am wearing a dress.

Hello, hello, hello,
I am wearing a hat,
Hello, hello, hello,
I am wearing a jacket.

Sing to the tune of "Mexican Hat Dance". Surf the Internet to listen to the tune and watch how the dance is performed.

MANAGER HEIJI - PERSONAL USE ONLY

Fashion Show

Hello, good morning.
This is Rani.
Rani, tell us what you are wearing.

Hello, good morning.
I am Rani.
I am wearing a skirt.

What do you wear to school?

The pupils parade in front of the class wearing colourful clothes. Ask them to greet the audience, introduce themselves and tell others what they are wearing.

Fun Spelling

van

jam
jet
job
jog
vet
wet
wig
win

Read together.

Jack the Big Man

This is Jack. He is a big man.
He wears a hat. He sells hats in a big bag.
Jack puts the hats in a van.
It is a red van.
He sells five hats in a week.
He likes his job.

What other words begin with 'j', 'v' and 'w'?

In "Fun Spelling", say a word and ask the pupils to segment it.

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

I Am Wearing...

I am wearing a vest,
I am wearing a vest,
Hi-ho, I like my vest,
I am wearing a vest.

I am wearing a hat,
I am wearing a hat,
Hi-ho, I like my hat,
I am wearing a hat.

The Farmer's in the Dell

The farmer's in the dell,
The farmer's in the dell,
Hi-ho, the derry-o,
The farmer's in the dell.

v v
Vicky the vet wears a vest.

Use musical instruments such as castanets, tambourines and drums for this activity. Encourage the pupils to bring their traditional clothes/costumes.

My Pet

UNIT 20

Listen and say.

Zack, My Fat Black Cat

Zack,
My fat black cat,
Always sleeping,
Always yawning,
Always stretching,
Always scratching,
Always running,
Always jumping,
Always hiding in a box,
Afraid of mice.

That is Zack, my fat black cat.

What animals would you like to keep as pets?

Recite the poem with actions and ask the pupils to follow.

MANAGER HEIJI - PERSONAL USE ONLY

Listen and say.

Pet Talk

Hello, friends.
This is Rex.
Rex is my pet rabbit.
It has long ears.
It likes to eat carrots.

Good morning, everyone.
This is Zizi.
Zizi is my pet fish.
It has fins.
It likes to eat worms.

What does your pet eat?

Ask the pupils to talk about their pets. Discuss how to care for a pet.

Sound Dice

box
fox
ox
yak
yam

yogurt
yolk
yo-yo
zip
zoo

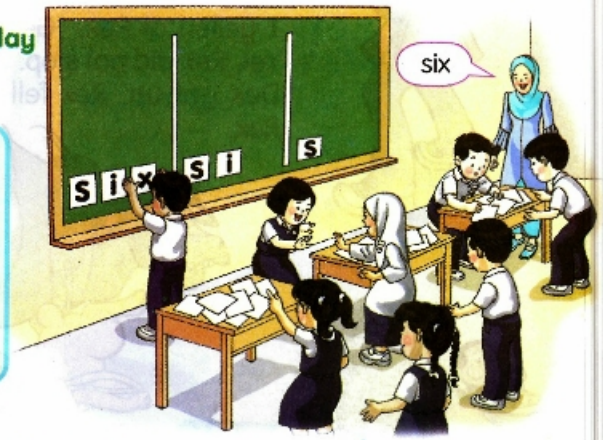
'y' as in yam

'y'as in yam

Sound Relay

box
fox
ox
yak
yam
zip
zigzag

six



In "Sound Dice", the pupils stand in a circle and take turns to throw a big dice with the grapheme 'x', 'y' and 'z' on it. Draw the pupils' attention to the phonemes /ks/ for 'x', /j/ and /z/.
In "Sound Relay", groups compete to make words from the sound cards.

MANAGER HEIJI - PERSONAL USE ONLY

Read together.

Rex and Dex

Rex is my pet rabbit. It likes to hop.
Dex is my ox. It is a quiet ox.
Rex likes to hop on Dex.

One Sunday, Dex was taking a nap. I saw Rex hopping on Dex. I yelled at Rex, "Get off, Rex!" Yet, Rex did not stop. Suddenly, Dex got up. Rex fell off. Poor Rex.

y Y
I like your yummy yam cake.

2.1.2(f)(g), 2.2.4

Fun with Shapes

UNIT 21

Chant together.

Shapes

I am a circle,
Round and round,
Yes, I am,
Round and round.

I am a square,
With four equal sides,
Yes, I am,
With four equal sides.

I am a triangle,
With three sides,
Yes, I am,
With three sides.

I am a rectangle,
With four sides,
Yes, I am,
With four sides.

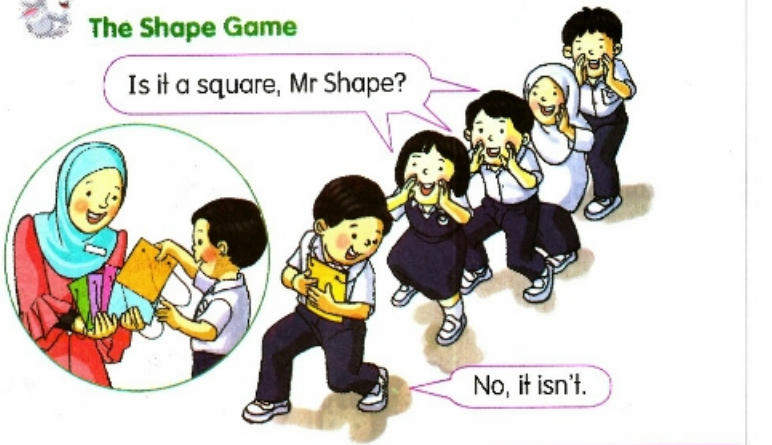
Use hand gestures whenever possible. The pupils may sing to the tune of "I'm A Little Teapot".

AB 101, 102

4.1.2

MANAGER HEIJI - PERSONAL USE ONLY

The Shape Game



What other objects in the school have these shapes?

This is a game similar to "What Is the Time, Mr Wolf?". A pupil picks a cue card and becomes Mr Shape. The others form a line behind him/her and ask questions to guess the shape.

1.3.1(a), 1.1.1(g), 2.1.4

Words in Shapes

What other words have the 'y', 'x' and 'z' sounds?

In "Words in Shapes", divide the pupils into two groups. Group 1 picks a card and says the word. Group 2 segments the word and pastes the card on its matching shape on the board. Award marks to the group which completes the activity correctly. Repeat the process.

AB 103

1.1.1(g), 2.1.4

MANAGER HEIJI - PERSONAL USE ONLY

Read together.

The Fox and the Ox

Once, there was a fat man. He lived on a hill. He had a big ox. The ox liked to eat yams.

One day, a fox came to see the ox. It was a bad fox. The fox had run away from the zoo.

The fox saw a box of yams. It ran away with the box of yams. The ox was angry. It chased the fox.

z Z

Zeb Zebra zooms to the zoo.

What happened next?

In the Garden

Listen to the story.

Finding Mama Hen

One morning in the garden...

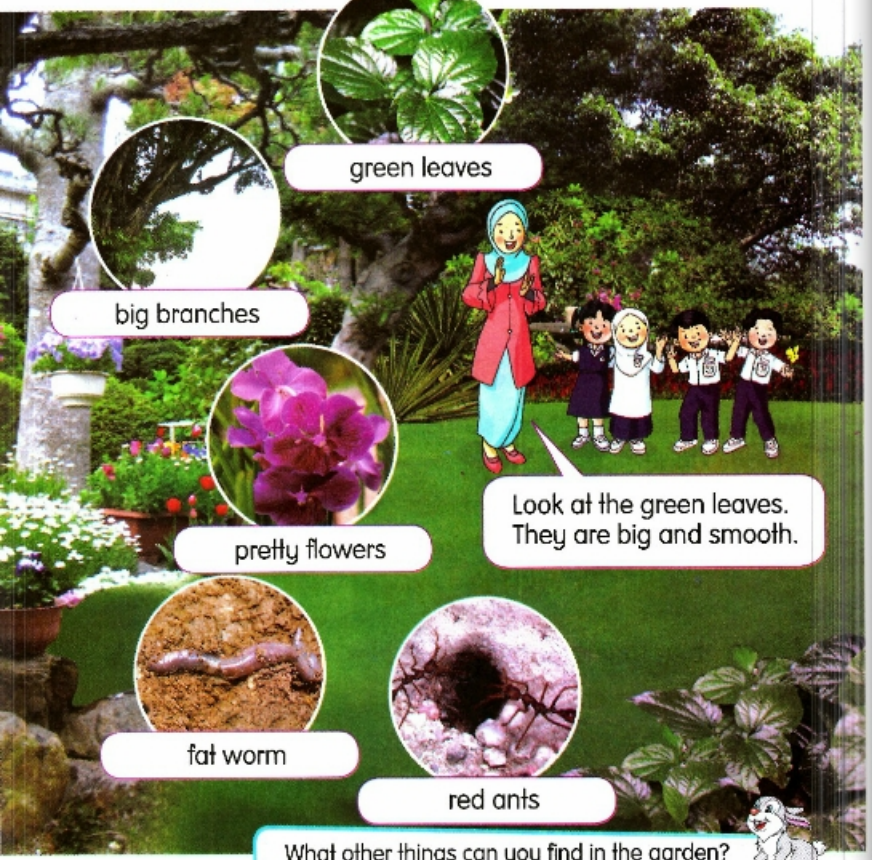
Mama Duck and her ducklings looked for Mama Hen.

Finally, they found Mama Hen.

Narrate the story. The pupils repeat the dialogue after the teacher. Ask the pupils what they think the chicken should say to the duck. Carry out other activities: act out the story, retell the story, talk about the characters.

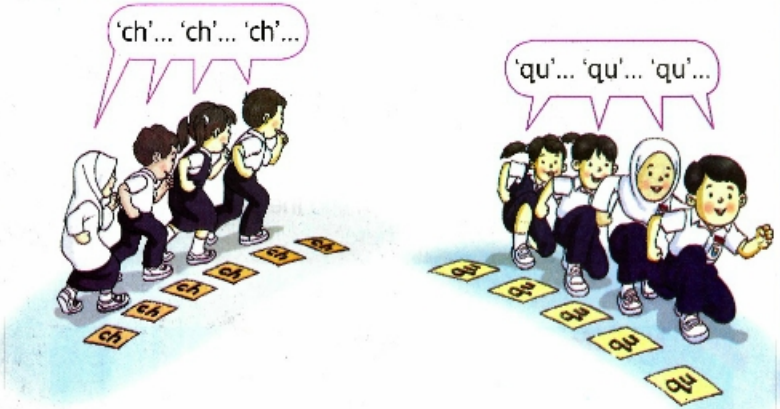
MANAGER HEIJI - PERSONAL USE ONLY

Garden Tour

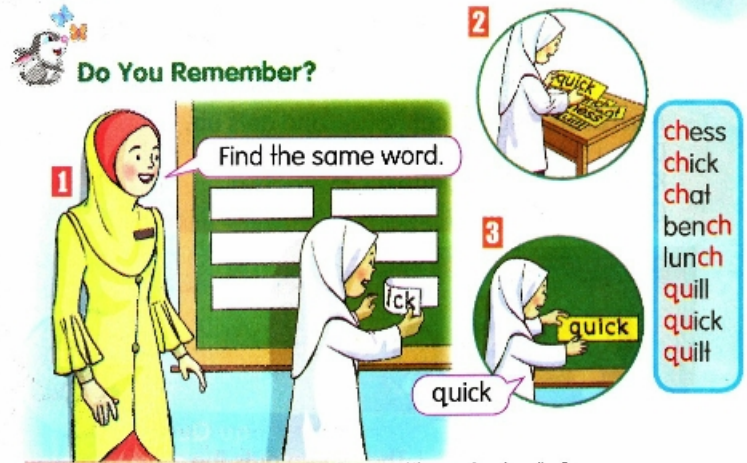


Take the pupils on a tour of the school garden. Name and describe the things in the garden. Encourage the pupils to talk about the things they see.

Pass It On



Do You Remember?



chess
chick
chat
bench
lunch
quill
quick
quilt

In "Pass It On", the pupils say the phonemes as they look at the sound cards on the floor.
In "Do You Remember?", model the words in the word list before carrying out the activity. Prepare two sets of word cards (stick one set on the board with the blank sides out and place the other set on the table). The pupils take turns to peep at a word card on the board. Then they pick the same word card from the table. After that, they paste the matching word card on the board and read the word aloud.

MANAGER HEIJI - PERSONAL USE ONLY

Read and act.

Scene 1

Narrator: One day, a duck meets a chick in a garden.
Ducky : Hello, I'm Ducky.
Chicky: Hi, I'm Chicky.
Ducky : Are you lost?
Chicky: Yes, I am. I cannot find the pond.
Ducky : I can take you there.

Scene 2

Narrator: Ducky and Chicky walk together.
Chicky sees a cat on a bench.
Chicky: Quick! Hide! A cat!
Ducky : Oh! Don't be scared.

Scene 3

Narrator: Kitty the cat yawns and gets up.
Ducky : Hi, Kitty! This is Chicky.
Kitty : Hello, Chicky! Nice to meet you.
Chicky: Hello, Kitty! Nice to meet you too.

qu Qu
The queen puts the quill on a quilt.

The pupils rehearse their parts before presenting the play. The pupils can make their own props (masks or hats) for the play. They provide their own ending.

2.2.3, 2.3.1[a], 4.3.2[d]

UNIT 23
Chad the Milkman

Talk about the picture.

Why did the man fall?

Ask Wh-questions about the picture.

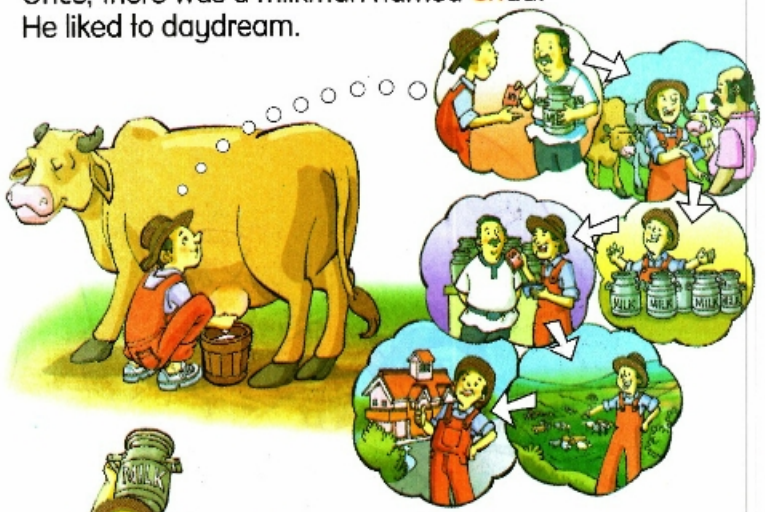
1.1.4, 1.3.1[b], 4.2.2[b]

MANAGER HEIJI - PERSONAL USE ONLY

Listen to the story.

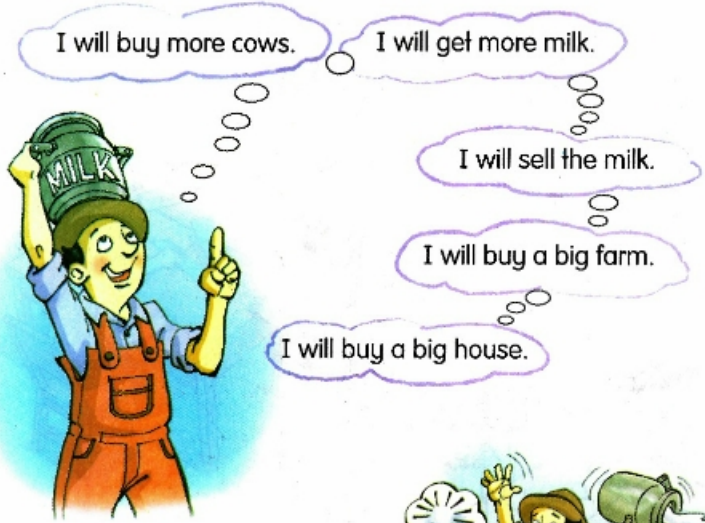
Chad the Milkman

Once, there was a milkman named Chad.
He liked to daydream.



One day, he went to the market.
He carried a churn of milk on his head.
He wanted to sell the milk at the market.

On the way to the market, he daydreamed about what he would do with his money.



Suddenly, he tripped on a stone and fell. The milk spilled. He walked home sadly.

What happened to his dreams?

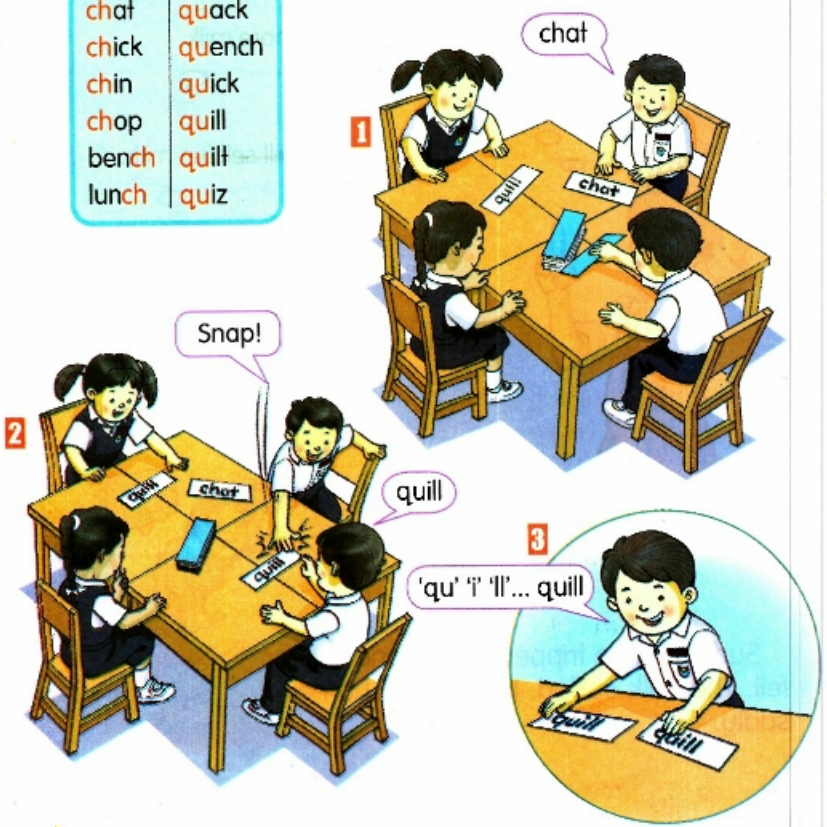
Narrate the story. Ask Wh-questions about the story.

MANAGER HEIJI - PERSONAL USE ONLY

Let's play.

Snap

chat	quack
chick	quench
chin	quick
chop	quill
bench	quilt
lunch	quiz



The pupils play in groups. They take turns to pick cards from the deck and say the words. When the same cards appear and are read, any group member can call out "Snap!". The pupil who says "Snap!" must segment the word correctly.

Read together.

MY BLOG

Fun In The Farm

About Me My Album My Video

Fun in the Farm

Saturday, 26 September 20....

Wan Chik is a farmer. He has a big farm in Perak.

Last Saturday morning, I visited his farm. It was a big farm. I saw some ducks and some chicks. I also saw a white kid. It only had three legs.

Then I had lunch with Wan Chik. We had a long chat. Wan Chik gave me some yam chips. I was happy. Later in the evening, I went home.

Posted by Sara at 8.30 pm 47 comments

What else can you see on a farm?

MANAGER HEIJI - PERSONAL USE ONLY

My First Book

Chad plans to do five things with his money.

1. On each picture, write one of Chad's plans.
2. Decorate each page.
3. Prepare the book covers.
   Use two sheets of coloured paper for the book covers.
4. Write the title of the story on the front cover.
5. Write your name on the front cover. Decorate the cover.
6. Arrange the sheets of paper between the covers.
7. Make holes and bind the book with a ribbon.

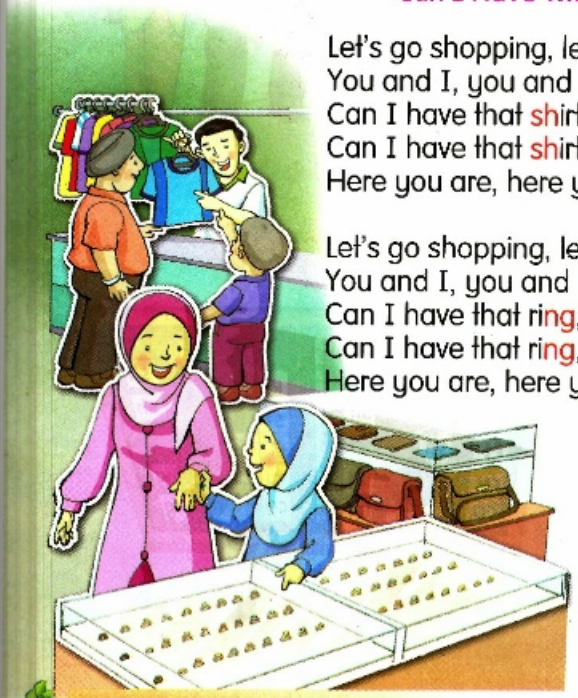
ch Ch
Chuck chased the cheeky chicks.

Photocopy and enlarge the pictures of Chad's plans on page 102. Ask the pupils to colour, cut and paste the pictures on sheets of paper.

Let's Go Shopping

Sing together.

Can I Have That, Please?



Let's go shopping, let's go shopping,
You and I, you and I,
Can I have that shirt, please?
Can I have that shirt, please?
Here you are, here you are.

Let's go shopping, let's go shopping,
You and I, you and I,
Can I have that ring, please?
Can I have that ring, please?
Here you are, here you are.

Are You Sleeping?

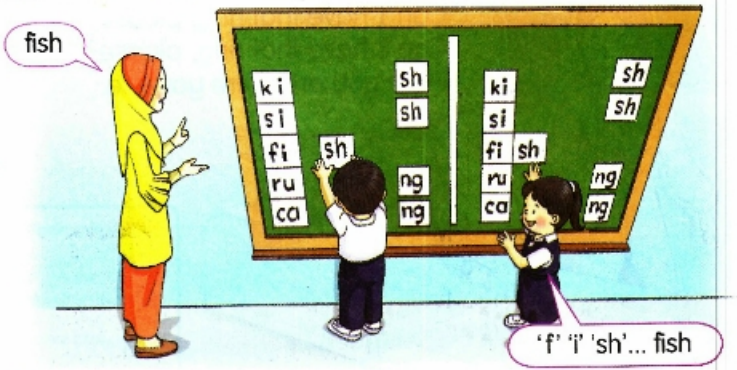
Are you sleeping?
Are you sleeping?
Brother John, Brother John,
Morning bells are ringing,
Morning bells are ringing,
Ding dong bell.
Ding dong bell.

Repeat the song and substitute 'shirt' and 'ring' with other items.

MANAGER HEIJI - PERSONAL USE ONLY

Sound Strike

Match Me



In "Sound Strike", each pupil rolls the ball towards the bottles. When the ball hits the bottles, the pupil says the phoneme.
In "Match Me", say the word. Ask the pupils to choose the correct sound card to form the word.

1.2.1(d), 1.2.1(d), 2.1.2(h), 2.1.3, 2.1.4

Buy and Sell

Read the story.

Shopping Time

On Saturday, my father and I went shopping. I bought a black belt. We had lunch. We had fish and chips. We had fun shopping.

On Sunday, my mother and my sister went shopping. My sister bought a pink ring. Mother bought a red handbag. They had fun shopping.

Where do you go shopping?

Gather items such as shirts, shoes, shawls, rings, etc. Divide the pupils into groups. Appoint a seller in each group. The others will be the customers. The pupils pretend to buy and sell items using the language form "Can I ...?". Remind the pupils to be polite.
Enrichment: Extend this activity using "How much is that shirt?"/"It is...".

AB 119, 120

2.2.4

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

Chant together.

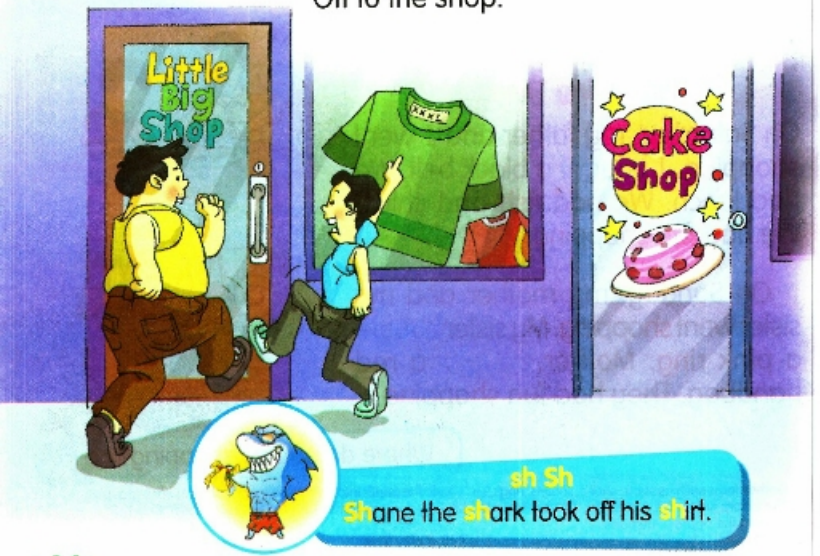
To the Shop, to the Shop

To the shop, to the shop,
To buy a big shirt.

Skip and hop, skip and hop,
Off to the shop.

To the shop, to the shop,
To buy a fruit cake.

Skip and hop, skip and hop,
Off to the shop.



sh Sh

Shane the shark took off his shirt.

4.3.2(b)

How Do You Get Around?

UNIT 25

Sing together.

Getting Around

Walk, walk, I walk to school,
Walk, walk, I walk to school,
Walk, walk, I walk to school,
A short walk every day.

Ride, ride, we ride in a car,
Ride, ride, we ride in a car,
Ride, ride, we ride in a car,
A long ride every day.

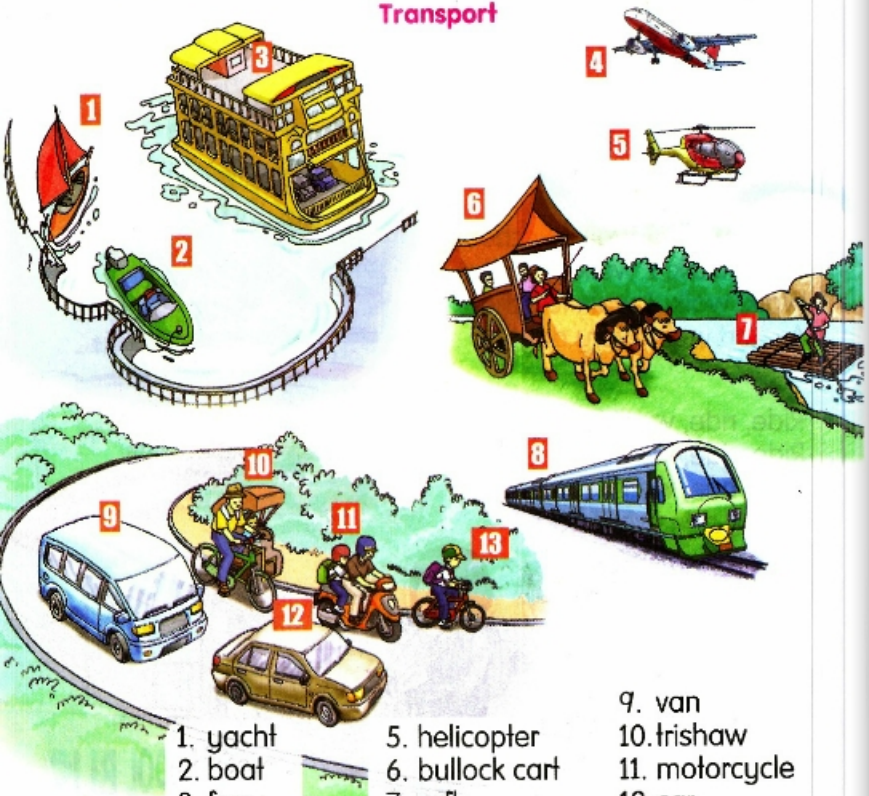
Skip to My Lou

Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip, skip, skip to my Lou,
Skip to my Lou, my darling.

MANAGER HEIJI - PERSONAL USE ONLY

Look and say.

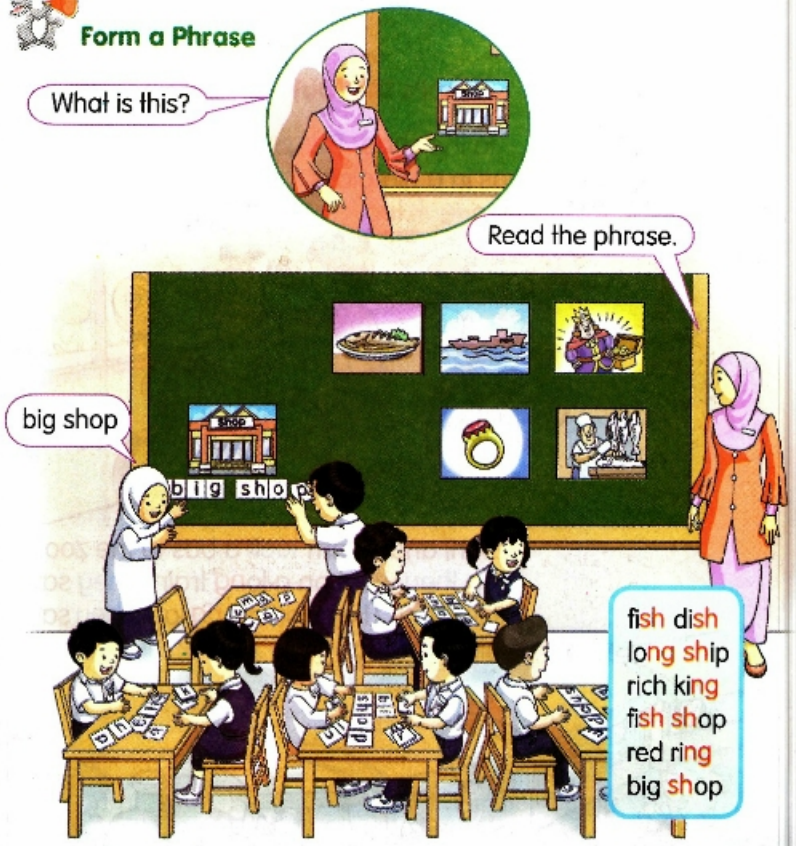
Transport



1. yacht
2. boat
3. ferry
4. aeroplane
5. helicopter
6. bullock cart
7. raft
8. train
9. van
10. trishaw
11. motorcycle
12. car
13. bicycle

Talk about how people get around. Divide the pupils into groups according to how they come to school. Ask the groups to take turns to sing the song on page 111 with actions.
Enrichment: Play charades. Each group hums the tune and does the actions while others guess how they come to school.

Form a Phrase



In "Form a Phrase", the pupils work in pairs. The first pair to finish arranging the sound cards on the desk places them on the board.

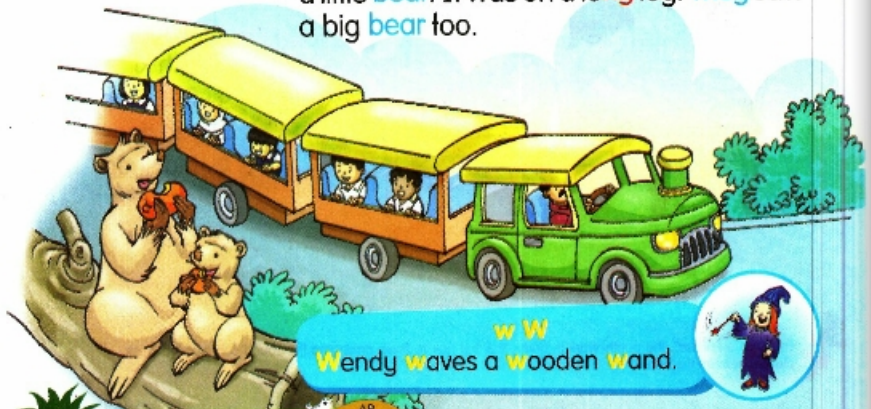
MANAGER HEIJI - PERSONAL USE ONLY

Read together.

Sani's Day Out

Sani and Pat cycled to the shop. They saw a little red fish. It was in a big glass tank. They saw shells in the tank too.

Sani and Adam took a bus to the zoo. Then they went on a long train. They saw a little bear. It was on a long log. They saw a big bear too.



w W
Wendy waves a wooden wand.

The Tiny Thimble

UNIT 26

Sing with actions.

Where Is Thumbkin?

Where is Thumbkin?
Where is Thumbkin?
Here he is!
Here he is!
How are you today, sir?
Very well, I thank you.
Run away, run away.

Are You Sleeping?

Are you sleeping?
Are you sleeping?
Brother John, Brother John,
Morning bells are ringing,
Morning bells are ringing,
Ding dong bell.
Ding dong bell.

The pupils make 'paper thimbles' and draw faces on them. They can also draw faces on their fingers. Substitute 'Thumbkin' with 'Pointer', 'Middle man', 'Ring man' and 'Pinkie'.

MANAGER HEIJI - PERSONAL USE ONLY

Listen to the story.

The Tiny Thimble

Once, there was a little girl. She made cloth bags. She sold them at the market. One day...

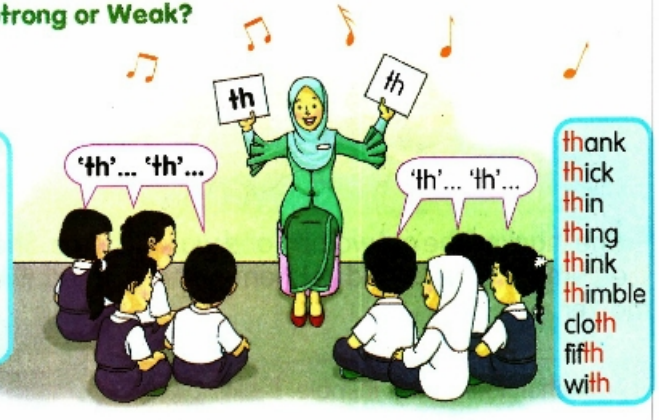
She thanked the old woman and walked home. She held the thimble in her hand. At home, she showed it to her mother.

She put the thimble on her mother's finger. Then her mother began to sew. When the thimble touched the cloth...

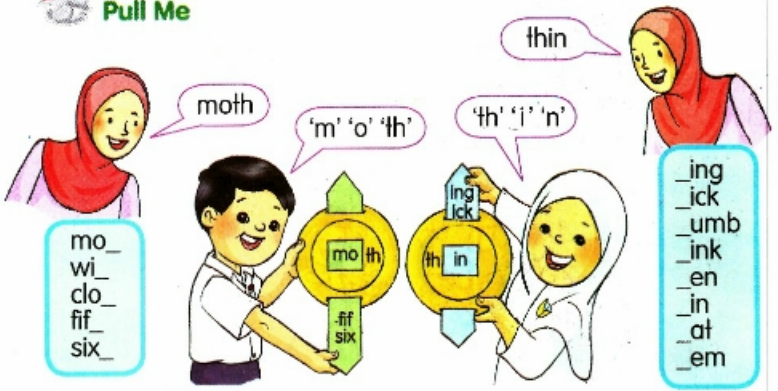
Narrate the story. Talk about the pictures and ask questions. What did the girl sell? What did the old woman give the girl? Where did the girl meet the old woman?

MANAGER HEIJI - PERSONAL USE ONLY

Strong or Weak?



Pull Me



In "Strong or Weak?", the pupils participate in a sound choir. They say phonemes of the voiced and voiceless 'th' to the tune of "This Old Man". Help the pupils distinguish the voiced and voiceless sounds by asking them to place their palms in front of their mouths to feel the air on their palms when the voiceless 'th' is uttered.
In "Pull Me", say a word, e.g. moth, cloth, thin, thick, that, them. The pupils move the strip of paper up or down to form words on the paper plate.

Read together.

Talk about using fewer plastic bags to help save the earth.
Enrichment: Guide the pupils to make their own paper bags. Ask them to imagine that their bags have been touched by the tiny thimble. The pupils decorate their bags. Then they talk about their bags and promote them to others.

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

Scene 1

Narrator: One day, at the market...
Lady : Here, take this thimble.
Girl : Thank you. It is very shiny.
Lady : It's a special thimble. You will like it.

Scene 2

Narrator: The little girl runs home excitedly.
Girl : Mama! Mama! See what I've got!
Mother: Where did you get it?
Girl : A kind lady gave it to me.

Scene 3

Narrator: The mother uses the thimble when she sews.
Mother: Look! The cloth is changing colour.
Girl : Oh! It looks so pretty!

th Th
Thelma threw three thimbles.

The pupils rehearse their lines. Then they act out the scenes.
Enrichment: Encourage the pupils to add more scenes to the story.

2.2.3, 2.3.1(a), 4.3.1(d)

So Hairy and Scary

UNIT 27

Listen to the poem.

Animals, So Many

I can see an elephant,
So chubby.

I can see a crocodile,
So sleepy.

I can see a lion,
So happy.

I can see a giraffe,
So spotty.

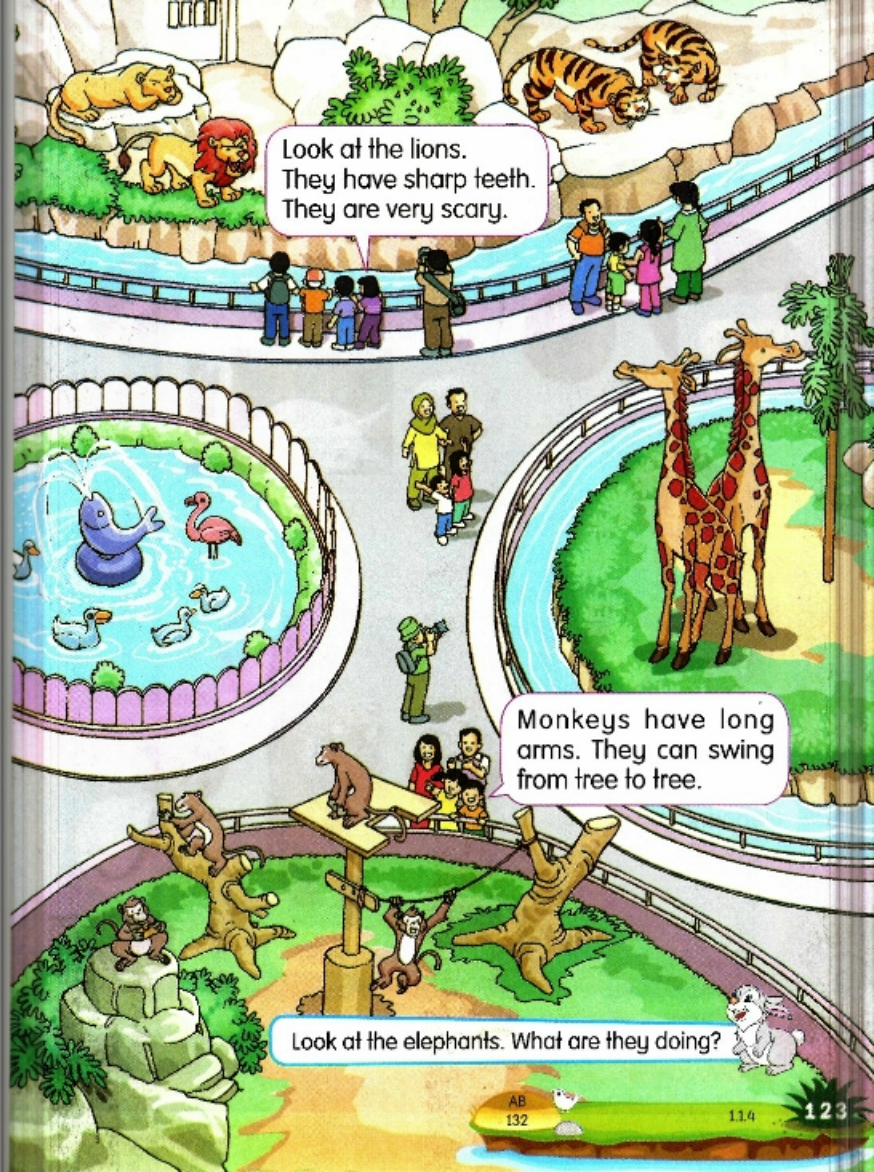
I can see a bear,
So hairy.

I can see a gorilla,
Oh, so scary!

What other animals can you see at a zoo?

AB 131
1.1.3

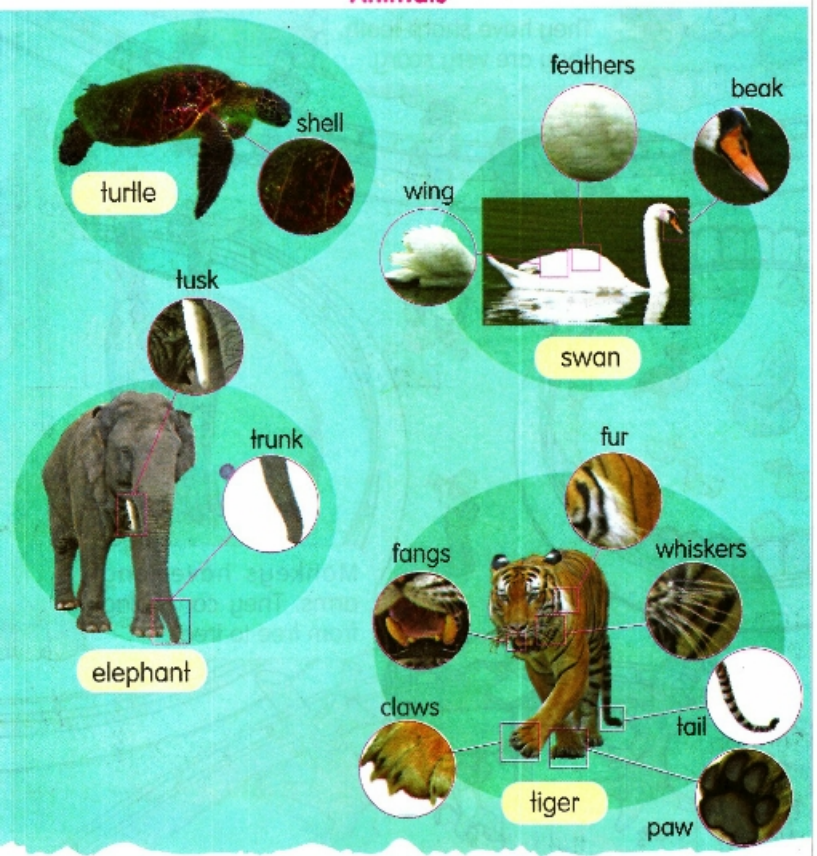
MANAGER HEIJI - PERSONAL USE ONLY



MANAGER HEIJI - PERSONAL USE ONLY

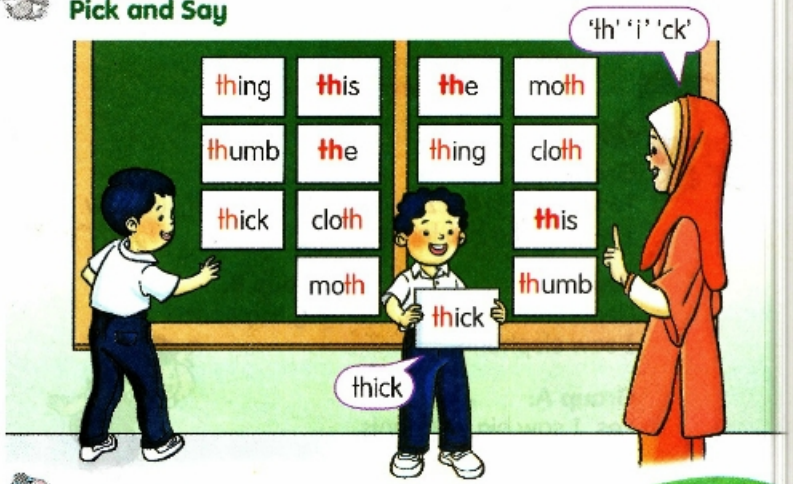
Look and say.

Animals



Talk about the unique features of the animals.

Pick and Say



Read the story.

The Little Moth

One afternoon, a little moth
looked for a spot to rest.
There was a big rock under a tree.
What a nice spot for the little moth!

The little moth sat on the rock.
Suddenly, the rock moved.
"Grrr... grrr...".
It was not a rock. It was a big brown bear.
What a shock for the little moth!

In "Pick and Say", segment the words. The pupils compete to pick the correct word card and read out the word. After the game, the pupils sort the cards into two categories: voiced /ð/ 'th' and voiceless /θ/ 'th'.

MANAGER HEIJI - PERSONAL USE ONLY

ALL TOGETHER NOW

I Went to the Zoo

Group A:
To the zoo, to the zoo,
I went to the zoo today.

Group B:
Tell me what you saw.

Group A:
Elephants, elephants,
I saw elephants.

Group B:
Big elephants?

Group A:
Yes, I saw big elephants.

Group A:
To the zoo, to the zoo,
I went to the zoo today.

Group B:
Tell me what you saw.

Group A:
Monkeys, monkeys,
I saw monkeys.

Group B:
Playful monkeys?

Group A:
Yes, I saw playful monkeys.

p P
Polly Parrot pats the poodle.

Divide the pupils into two groups. The pupils rehearse their lines. Then they perform using props. Substitute 'big elephants' and 'playful monkeys' with 'talking parrots', 'fierce tigers', 'hairy bears' and 'tall giraffes'.
Enrichment: The pupils can add on to the chant.

Earth Detective

UNIT 28

Chant together.

What Must We Do?

Divide the pupils into two groups. The pupils chant and substitute 'turn off the lights' with other things they can do to create a healthy environment: turn off the computer, turn off the tap, plant trees, reduce waste.

MANAGER HEIJI - PERSONAL USE ONLY

Listen and say.

If you need more paper to draw, what can you do?

I can draw on both sides of the paper. I must use less paper to save trees.

The classrooom is empty.

The computer lab is empty. The computers are on.

Please switch off the computers.

The tap is dripping.

Discuss how the pupils can help to create a healthy environment when they stop wasting energy and water. Take the pupils on a tour of the school. Ask them what they can do to reduce waste.

Say It and Spot It

Divide the pupils into five groups. Spell the names of the objects in the picture. The pupils blend the phonemes and say the words. Then they locate the objects in the picture. The pupils play the role of the teacher and ask the other groups: What objects start with /b/? What objects end with /l/?

MANAGER HEIJI - PERSONAL USE ONLY

Read the poster.

We Must Save Our Planet

1. Turn off the tap when you brush your teeth.

2. Turn off the tap after you wash your hands.

3. Wipe your hands with cloth towels.

4. Turn off the television if you are not watching it.

5. Spend less time playing computer games.

6. Collect rain water to water the plants.

t T
Timmy tiptoed to the toilet.

What things do you reuse and recycle?

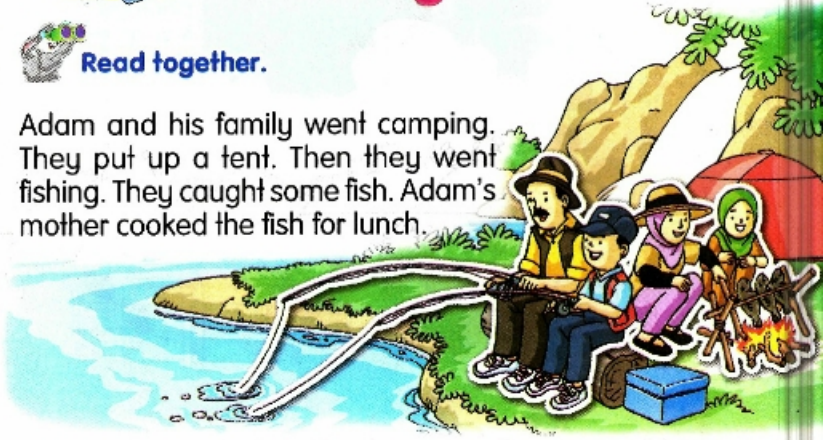
Talk about the things the pupils can do at home to reduce waste.

Happy Holidays

UNIT 29

Read together.

Adam and his family went camping. They put up a tent. Then they went fishing. They caught some fish. Adam's mother cooked the fish for lunch.



They went up the hill. They saw flowers and bugs. Adam's father had his camera with him. They took pictures. Then they rested and had some buns. They had so much fun.

What do you do during the holidays?

MANAGER HEIJI - PERSONAL USE ONLY

One Word to Many Words

afternoon
alphabet
elephants
photograph
transportation

Divide the pupils into groups. Write a word from the word list on the board, e.g. elephants, photograph, transportation, afternoon, alphabet. The pupils form as many words as they can from the given word. The leader of each group reads out the list of words.

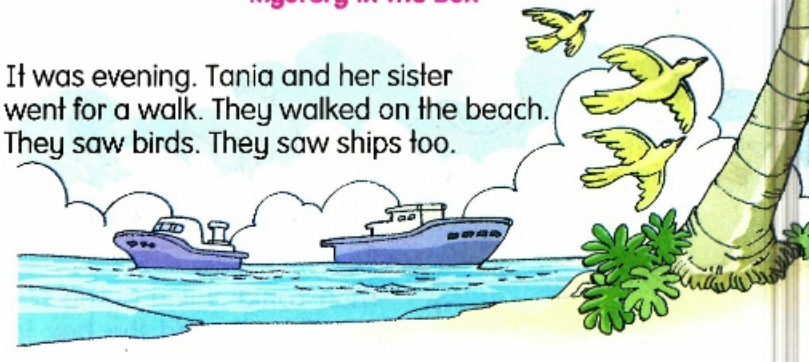
2.1.4, 2.2.2

AB
143, 144

Read the story.

Mystery in the Box

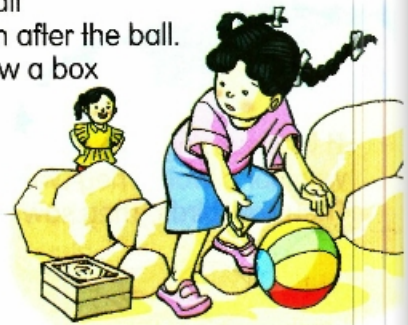
It was evening. Tania and her sister went for a walk. They walked on the beach. They saw birds. They saw ships too.



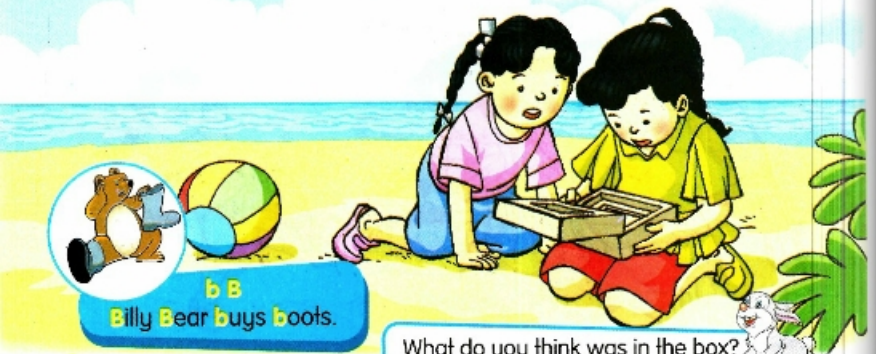
Tania's sister had a ball. They played with the ball on the beach. They had fun. Tania was happy.

MANAGER HEIJI - PERSONAL USE ONLY

Tania kicked the ball. The ball rolled to some rocks. Tania ran after the ball. She picked up the ball. She saw a box next to it.



Then Tania called out to her sister. She showed the box to her sister. The box was wet. They opened the box. They saw...



b B
Billy Bear buys boots.

What do you think was in the box?

Ask Wh-questions based on the text: Why did Tania take the box? What colour was the box? Discuss the ending of the story with the pupils.

1.3.1(b), 2.3.1(a)

AB 145, 146

Goodbye, Goodbye

UNIT 30

Choose and perform.

The Song, Dance and Rhyme Contest

All Day Long Go to page 4	**Greeting Song** Go to page 10	**Please, May I...** Go to page 20
If You Are Happy and You Know It Look at page 32	**This Is the Way** Look at page 33	**I Love My Family** See page 37
Down a Busy Lane See page 43	**Oh, My Classroom** Look at page 71	**Shake It All About** Go to page 77
Colour Song Look at page 57		

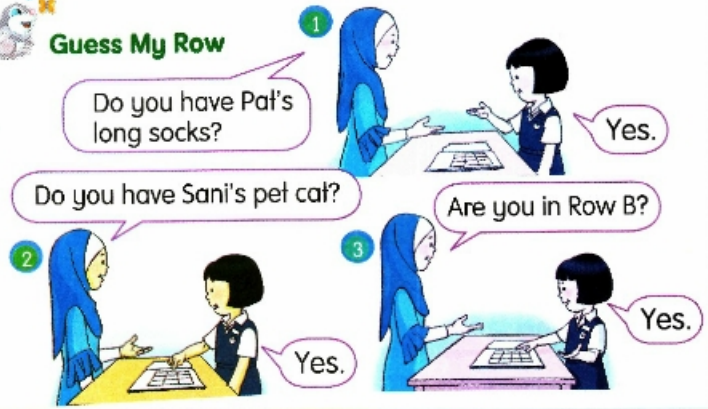
Divide the pupils into five groups. Each group chooses one of the activities and performs it. Award stars for each performance.

AB 147

1.1.3, 4.1.1, 4.3.2

MANAGER HEIJI - PERSONAL USE ONLY

Guess My Row



A	Tania's big shell	Sani's black hat	Pat's pink bell	Adam's plum jam
B	Adam's blue box	Tania's big ring	Sani's pet cat	Pat's long socks
C	Pat's pink bell	Sani's pet cat	Tania's big ring	Adam's plum jam
D	Pat's long socks	Tania's big shell	Adam's blue box	Sani's black hat

Divide the pupils into four groups. Each group chooses a row of squares. Ask Group 1 **yes/no questions**. Groups 2, 3 and 4 guess the row Group 1 has chosen based on their answers. In groups, the pupils repeat the activity among themselves.

Read the cards.

Hello Puan Hana,

Now I can read.
Now I can write.
Thank you, Puan Hana.

I am going to miss you.

From,
Adam

Hi Puan Hana,

Thank you.
Here is a big red apple for you.

From,
Sara

Hello Pat,

Happy holidays!

May I visit you?
We can play chess.
We can play on the swing.
We can run, skip and jump.

From,
Tania

Hi Pat,

Happy holidays!

I miss you. We had a lot of fun in Year 1.
I will see you in Year 2.

From,
Sani

Do you miss your friends during the holidays?

Ask the pupils to write a message to their teacher or friend and read it aloud.
Enrichment: The pupils may use the computer to print out a card containing the message or send the message via e-mail.

MANAGER HEIJI - PERSONAL USE ONLY

Thank You... Goodbye

At school I learned to read and spell,
One sound at a time,
At school I learned to sing and dance,
One beat at a time.

Thank you all my dear teachers,
Thank you one and all,
I learned so much, my dear teachers,
Thank you one and all.

At school I made a lot of friends,
And I will miss them,
At school we played and learned as one,
And I will miss them.

Goodbye for now all my friends,
Goodbye one and all,
Until we meet again, my friends,
Goodbye one and all.

Sing to the tune of 'Auld Lang Syne'.

Dengan ini **SAYA BERJANJI** akan menjaga buku ini dengan baik dan bertanggungjawab atas kehilangannya serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan.

SKIM PINJAMAN BUKU TEKS

Sekolah _____

Tahun	Darjah	Nama Pelajar Yang Menerima	Tarikh Terima

Nombor Perolehan : _____

Tarikh Penerimaan : _____

BUKU INI TIDAK BOLEH DIJUAL

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